











# EFFECTIVE BUSINESS ENGLISH



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## PREFACE

When Will Rogers said, "Be humble—remember we're all ignorant, only we're ignorant about different things," he uttered a profound truth.

An astonishing number of persons appear to be ignorant of how to get along successfully with other people, either nearby or at a distance. Getting along successfully with other people is sometimes not easy. Getting along with other people at a distance—when they are out of sight and must be reached through the written word—is sometimes genuinely difficult. Certainly this art of "getting along" is one requiring study and practice, one that challenges the best effort, as even seasoned executives will testify.

The purpose of this book is to discuss, in a manner as simple as the subject will permit, "How to Get along with People at a Distance." A further purpose is to illustrate the principles of *The Written Word* with examples that are "beamed" at the youthful student who is preparing for a successful career not necessarily in business but in a life activity allied to, associated with, or affected by business.

The material of this book has been developed to stimulate immediate interest in the subject. That has been the guide in choosing the plan and structure to be followed and the techniques to be used.

The student's attitude toward his work is the factor conditioning his success. A poor attitude slows learning. A favorable attitude accelerates learning. Rousseau, great educator and philosopher, put it this way:

"Present interest is the grand power, the only one which leads with certainty to great results. . . . A great ado has been made about finding the best methods of teaching. . . . A surer means than all of these, and the one which is always forgotten, is the desire to learn. Give the child this desire, and . . . every method will be a good one."

A second important factor conditioning success is the degree to which the student can be made to apply himself. If we want to learn, we must apply ourselves to a learning activity. Learning is a continuous process of reacting. Learning is always active, never passive.

The aim of a good teacher and a good book is to seize close attention, fire interest to a high pitch, and energize the desire to learn. This is the aim of *Effective Business English* in its Third Edition. The general plan of the volume has now been tested under practical conditions in hundreds of classrooms and appears to have earned the approval not only of those who are using the volume by itself, but also of those who are using the volume with the accompanying book of practice projects as supplementary material.

As was said in the Preface to the first and second editions, this book has been planned with a view to the needs of the teacher and of the classroom. The material must be teachable and practical, for the teacher carries the burden of getting the results that the world tests and evaluates. The world cares little how the results are achieved as long as they are produced. But the teacher, bearing the responsibility for training the future employee up to the level demanded, must care a great deal how the results are achieved.

Through the use of the materials supplied in this Third Edition, the teacher may schedule these tested aims:

*First:* To develop control and sureness in the use of words. The straightest path to effective business letters is the reteaching of the principles of grammar, accuracy of spelling and punctuation, and the writing of well-knit sentences and clear paragraphs.

*Second:* To acquaint the student with primary business procedures, principles, and policies through the motivated medium of letters and related forms.

*Third:* To establish central principles underlying effective letters and to provide liberal practice in applying these principles. The student should be able at the end of the course to tell good letters from bad and to give sound reasons for his

decisions. He should, moreover, be able to produce workman-like letters of his own.

*Fourth:* To familiarize the student with simple business problems and to train him in solving them by letter.

*Fifth:* To give the student an understanding of people: how they act, why they act as they do, and how to win their favorable response. By studying letters, writing them, and testing their effect on others, the student learns how people react to certain approaches, suggestions, and stimuli.

The First Division of this book considers the art of business communication from the language viewpoint, showing how business depends upon the skillful handling of language.

The Second Division considers the art of communication from the letter viewpoint, showing how the chief types of letters are planned and created; how the materials are best handled in requests and answers, in personal applications for jobs, in letters that adjust trouble, extend credit, collect money, and sell products. Here, too, is discussed how to handle important auxiliary forms of communication: business reports, outlines, summaries, and memoranda.

The coming pages are laid before the student in the belief that he will find a fascination in discovering the principles of the business letter, a form of writing that 95 per cent of our citizens, when they have completed their education, will be asked to use.

One may say to the student, whatever may be his age and status: If you are like others who have gone before you, you will enjoy the sense of power that comes from effective expression. You will begin to see through the eyes of the experts, who sway, persuade, and influence others through the written word.

Finally one may say: You may be called upon, much sooner than you think, to influence favorably those with whom you must deal. Your ability to write a good letter, to arrange your ideas, and to choose your words with precision may turn out to be the most useful single permanent achievement in your education.

ROBERT R. AURNER

## ACKNOWLEDGMENTS

One of the pleasant outcomes of writing a book is a growing circle of personal friends, professional associates, and business co-workers across the country. Happily, these friendships comprise one form of wealth that ever grows and multiplies, with many an unexpected dividend. To these friends and associates, to the expanding group of businessmen whose stimulating acquaintances have been made during the years past, the author is privileged to express warm and sincere thanks for the generous assistance given in the preparation of the Third Edition.

Deep appreciation goes to the many teachers who, after generous mention that they enjoyed using the first and second editions, have helped to improve the third by giving constructive criticisms. Thanks also should go to those teacher-candidates for advanced degrees, who, from the results of their own classroom experience, have offered many helpful suggestions and who, through their work in the author's graduate classes at the University of Wisconsin and in other universities, have given continuing opportunity for an ever wider appraisal of method and testing of results.

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Other credits appear within the pages of the book itself.

Out of constructive suggestions comes the growing effectiveness that is our mutual aim. The author heartily welcomes such suggestions from those who are using this volume.

ROBERT R. AURNER

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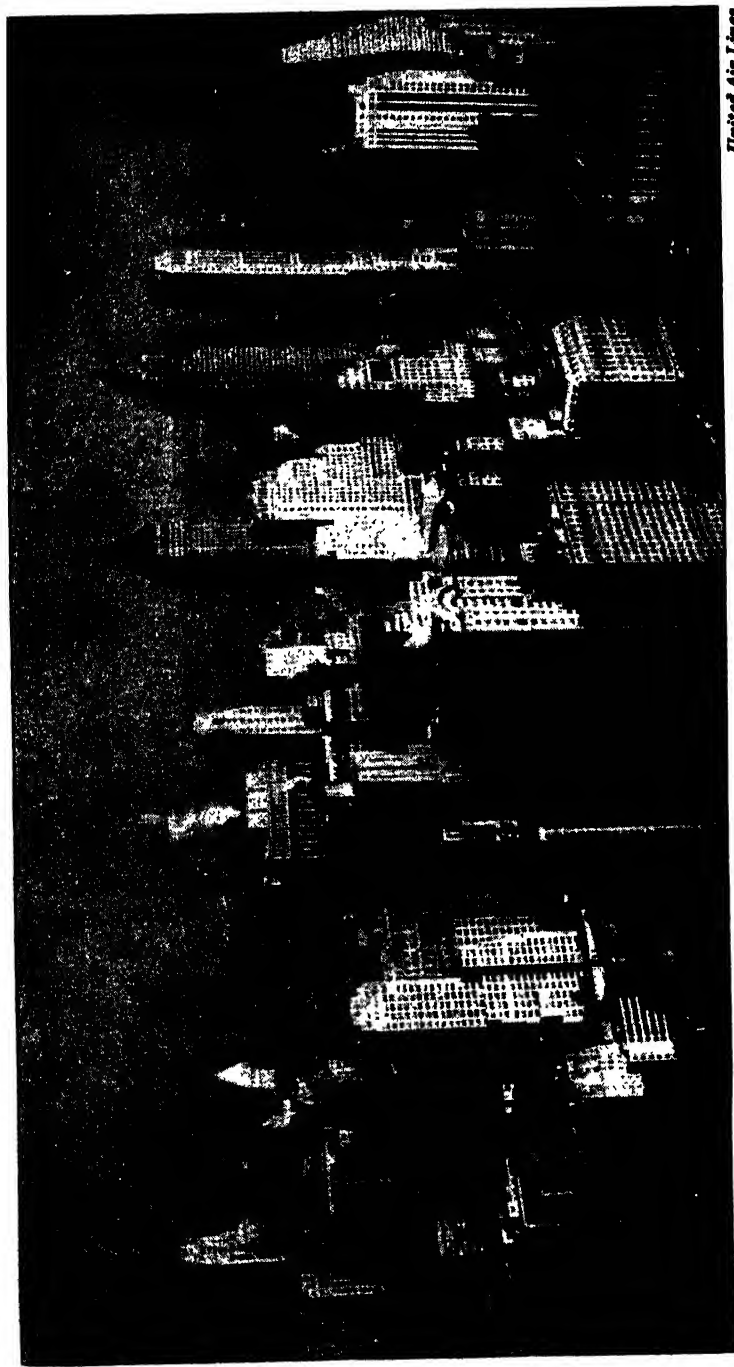
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## THE BUSINESS OF A MODERN CITY IS BASED ON COMMUNICATION

The United States Mail, finest postal service in the world, knits commerce and industry together in a national and international network of marvelous communication. In and out of great buildings like these stream hundreds of millions of letters, each a personal message to an individual reader.

*United Air Lines*

# Unit I

## WORDS AS EFFECTIVE TOOLS

### INTRODUCTION

**Learning Good Workmanship.** A good motor mechanic has to know motors and how to take them apart and put them together again. A good carpenter has to know planes and saws and chisels and how to use them with skill. A good typist has to know the typewriter keyboard and the use of the shift key, the shift lock, the tabulator mechanism, and the margin set keys as well as a host of other items that form a part of typing skill.

Similarly, *a good business writer has to know something about straight thinking and how to find and use the tools by which he can put straight thinking on paper.* The purpose of this book is to help to make you a good business writer, to help you to think straight, and to help you to express your business thinking in clear terms.

**How to Put Straight Thinking on Paper.** To put straight thinking on paper, you must find and use certain tools. The only tools you need to worry about are those that you yourself are going to put to actual use in your business career. These tools have been tested by experts so many millions of times that they are known to be absolutely essential in the kit and equipment of every business writer, every dictator, and every stenographer, as well as of every business executive.

**The Equipment.** Here is the list of the equipment you will need:

Nouns, the namers  
Verbs, the doers  
Adjectives, the picturemakers  
Adverbs, the modifiers  
Pronouns, the representatives  
Prepositions, the hooks and eyes  
Conjunctions, the couplers

These are the basic parts of speech. They are therefore the basic parts of business speech and the basic tools by which you can put straight business thinking on paper.

In addition to the list given above, you must have certain other equipment as follows:

Effective sentences, the thought carriers

Simple in structure

Compound in structure

Complex in structure

Clear punctuation, the traffic control

Clear-cut paragraphs, the thought-groups

We now return for a moment to those expert mechanics and carpenters and typists with whom we opened the book. We want our car to be worked on by a mechanic who knows the difference between a radiator and a crankshaft, between a water pump and a fuel pump, between a throttle arm and a cylinder head. We want our office desk to be repaired by a carpenter who knows the difference between a brace and bit and a cross-cut saw. We want our typing to be done by a typist who knows the difference between lower-case and capital letters, between tabulator key and margin set key.

By the same reasoning and by overwhelming logic we want our business thinking to be put on paper by dictators and stenographers who know the practical business difference between nouns and verbs, adjectives and adverbs, prepositions and conjunctions, periods and commas, colons and semicolons, parentheses and brackets, sentences and paragraphs. And by the same reasoning we also want our business thinking to be put on paper by those whose minds have been *trained to put all these business tools to expert use.*

**Here Is Your Goal.** Your goal is to learn the effective use of the several tools of correspondence. This book you are now studying aims to teach you how to write letters that are clear, forceful, and grammatically accurate. It also aims to teach those of you who may become stenographers how to transcribe letters with accuracy in capitalization, punctuation, word division, and grammatical construction.

## SECTION I

### NOUNS AND CAPITALIZATION

**Nouns, the Namers.** Nouns are the *namers*. Together with verbs (the *doers*), nouns head the list of the parts of speech.

**What Is a Noun?** A noun is a part of speech that names a thing so that your mind can make a picture of it.

letter                  typewriter                  desk

As soon as you see the word *letter*, your mind pictures a sheet of stationery on which is typed a message; or your mind may picture the letter *A* or *Z*. When you see the word *typewriter*, your mind may picture the familiar machine with the keyboard on which a letter is typed. When you see the word *desk*, your mind may picture a piece of office furniture on which to place a typewriter or on which to do other office work.

The dictionary broadens the definition a little further: A noun is a word that names a subject of discourse, as a person, place, thing, quality, idea, or action.

Commerce and industry deal largely with facts, and facts are named by nouns. Business could hardly function without nouns. Without them men could not *indicate* things to others; nor could they understand what others were trying to indicate to them.

**Special Problems Pertaining to Nouns.** There are a few special problems about the use of nouns that the business writer must know. These special problems are discussed in the following pages.

Nouns fall into several different types, all of which are useful to business, and each of which we shall now define and illustrate.

**Common Nouns and Proper Nouns.** A name that is common to all the members of a group of persons, places, or things is called a *common noun*.

child                  city                  eraser

The name of a particular person, place, or thing, which distinguishes that person, place, or thing from all others in the group, is called a *proper noun*.

George Washington

Chicago

Acme Company

A common noun may begin with a small letter. A proper noun is always capitalized. You must know the difference between common nouns and proper nouns in order to be certain when to capitalize and when *not* to capitalize.

Let us now translate a list of common nouns into a matching set of proper nouns. Here they are:

*Common Nouns*

boy  
girl  
city  
state  
company  
hotel

*Proper Nouns*

James Field  
Kathryn Dayton  
Wilmington  
California  
International Corporation  
Hotel Miramar

**Concrete Nouns and Abstract Nouns.** The name of something that can be identified by any one of the five senses is a *concrete noun*. The name of a quality or an idea—something that can only be thought about—is an *abstract noun*.

*Concrete Nouns*

rainbow  
song  
fragrance  
paper  
saltiness

*Abstract Nouns*

accuracy  
power  
courage  
initiative  
agreeableness

**Collective Nouns.** The name applied to a group or class as a whole is a *collective noun*.

crowd  
regiment  
(office) staff

company  
committee  
assembly

audience  
multitude  
board (of trustees)

Be able to recognize collective nouns quickly so that you may accurately apply the special rules governing their use in relation to verbs and pronouns. These rules are taken up in later sections discussing verbs and pronouns.

**Verbal Nouns.** A noun that names an action rather than a person, place, or thing is a *verbal noun*. Verbal nouns are derived from verbs and end in *ing*.

*Typing* is a valuable skill.

*Dictating* and *writing* are two kinds of expression.

You should be able to recognize verbal nouns quickly so that you may accurately apply the special rule governing their use in relation to possessives. This rule is taken up on page 17, which discusses verbal nouns in relation to possessives.

**Summary of the Kinds of Nouns.** You have now reviewed the definitions and illustrations of the following types of nouns: common, proper, concrete, abstract, collective, and verbal. Common nouns, concrete nouns, and abstract nouns present no difficulties. The special problem in collective nouns is their use in relation to verbs and pronouns, in connection with each of which they will be discussed in later pages. The special problem in verbal nouns relates to the use of the possessive, in connection with which they will be discussed later when possessives are presented. The special problem regarding proper nouns is *capitalization*. This is the topic we shall now discuss.

**Capitalization of Proper Nouns.** How can you tell when to capitalize a word? The answer is logical, definite, and clear. Ask yourself this question: *Is the word, in the place in which it is being used, a proper noun?* If the answer is *yes*, you must capitalize that word.

The general rule that any proper noun must be capitalized does not by itself solve all capitalization problems, because now and then it is hard to tell just what is a proper noun. In deciding what to capitalize, you will find the following rules useful.

(1) Capitalize the name of a person exactly as he himself capitalizes it.

Ray McL. van Metre  
James B. MacGill  
Norman Van Raalte

Jules E. de La Porte  
Michael O'Brien  
John DeCrane

(2) Capitalize a word that is usually an adjective or a common noun when it is used as a part of a proper name.

East Side Restaurant	Lake Tahoe
Yellow Springs	Town House
Blue Danube	Lexington Avenue
Eastern Hills Viaduct	Yosemite National Park
Pure Products Company	Carmel River

But do not capitalize a geographic term such as *ocean*, *river*, *harbor*, or *valley* that is not a part of the name but that is used before the name; and do not capitalize a geographic term that is used in the plural.

the valley of the Mississippi	the Atlantic and Pacific oceans
the river Thames	the Ohio and Missouri rivers

(3) Capitalize special names of regions and localities because they are proper names. But do not capitalize nouns or adjectives indicating direction.

*Capitalize:*

North America  
South Carolina  
the South  
the Far East  
Upper Peninsula

*Do Not Capitalize:*

northern New York  
southern Virginia  
the southern part of Michigan  
far eastern customs  
western Iowa

(4) Capitalize the names of things with specific individuality that are clearly used as proper names.

Churches:	the First Methodist Church
Libraries:	the Richmond Carnegie Library
Halls:	Hamilton Hall, the Hall of Mirrors
Rooms:	the Rembrandt Room, the Oval Room
Trains:	the Noon Daylight, the Golden State Limited

(5) Capitalize the names of organizations and groups with specific individuality that are clearly used as proper names.

Organizations:	the Community Union
Associations:	the Society of Automotive Engineers
Clubs:	the Atlantic Club, the Union League Club
Departments:	the Department of Commerce
Firms:	the International Products Company
Corporations:	the Fox River Paper Corporation
Institutions:	the Smithsonian Institution
Schools:	Lane Technical High School
Newspapers:	the New York Times, the San Francisco Post
Magazines:	the Atlantic, the Saturday Evening Post

(6) Capitalize the names of the days of the week and the months of the year because they are proper names. But do not capitalize the names of the seasons unless they are personified.

Dividends will be distributed on Monday, December 17.

The fall and winter prices will be about the same.

(7) Capitalize the names of divisions of knowledge when you use them as titles of specific courses. But do not capitalize such names when they are used to denote studies in general or common divisions of knowledge.

He is taking Elementary Arithmetic and Typing III.

The courses they listed were arithmetic, typing, and shorthand.

\*(8) Capitalize words derived from proper nouns unless these words have developed specialized meanings.

*Capitalize:*

American  
English

French  
Georgian

*Do Not Capitalize:*

pasteurize  
platonic

italicize  
chinaware

(9) Ordinarily capitalize only the principal words in headings and in the names of books, articles, and subjects.

See Chapter VII of his book entitled *History of the Structure of the English Sentence*.

(10) Capitalize any noun that is personified and that is therefore a proper noun.

If man can destroy his great enemies, War and Pestilence, that villainous pair will fade before the coming of Peace and her healing calm.

(11) Capitalize any title of rank, degree, or office when it is joined to the name of a person, as well as the title of an official of high rank when it is used in place of the proper name.

(a) Titles immediately preceding individual names:

President Washington delivered the Inaugural Address.

Chairman Bridges spoke.

The Honorable James Richards arrived today.

General Mack accepted the appointment.

They invited the Reverend Andrew Gray.

(b) Academic degrees preceding or following individual names:

Dr. Charles R. Austin is writing a book.

Charles R. Austin, Doctor of Philosophy, is well known.

Charles R. Austin, Ph. D., is listed in the directory.

- (c) Titles of officials of high rank used in place of the proper names:

The President will leave Washington today.

The Archbishop of Canterbury officiated.

The Senator (when used in place of the proper name).

**Other Items Requiring Capitalization.** Capitals are called for in certain cases other than proper nouns. For example, capitals must be used for the following:

- (1) The first word of every sentence.
- (2) The first word and all titles and nouns in the salutation of a letter.

My dear Mr. Lee:

Dear Mr. Lee:

My dear Sir:

My dear Lee:

- (3) The first word in the complimentary close of a letter.

Yours very sincerely,  
Yours sincerely,

Very sincerely yours,  
Sincerely yours,

- (4) The first word after a colon when the colon introduces a complete passage or sentence having an independent meaning; but not when a colon introduces an element that is explanatory or logically dependent upon the preceding clause.

In his address he clearly stated: Our studies show. . . .

He gave two reasons for the decision: the building needs to be enlarged, and the materials are ready.

- (5) The first word of a long quotation or of one formally introduced.

Here is what the message said: "Our business letters are valuable pipelines to our customers. Every letter is our ambassador and must represent us well."

- (6) The pronoun *I* and the interjection *O*.

- (7) Any noun or pronoun used to refer to the Deity.

"They spoke of God and His legions."

- (8) A noun or an abbreviation of a noun that refers to specialized parts of a work. Such parts may be followed by a capitalized Roman numeral indicating place in a sequence.

Volume I

Vol. I

Section 9

Book II

Article II

Grades 1 to 10

Unit III

Act V, Scene I

Paragraph XV

Part 4

But: page 1

**PROBLEMS**

1. Make a list of the common and proper nouns in the following sentences. In doing so, proceed as follows: (a) On a separate sheet of paper write two column headings—"Common Nouns" and "Proper Nouns." (b) Write the number of the first sentence at the left of the page. (c) List in the proper columns the common and proper nouns in the first sentence. (d) Write the number of the second sentence at the left of the page and continue until all of the nouns have been listed.

- (1) The delegation consisted of representatives from Ohio, Indiana, and Kentucky.
- (2) Lecturing is difficult if the audience is not attentive.
- (3) The personnel manager of the Grove Products Company said that accuracy is of utmost importance in billing.
- (4) The special sale of the Springfield Candy Shoppe drew a large crowd of shoppers.
- (5) The Chief Justice of the Supreme Court addressed the executive board at a luncheon.
- (6) Speed in typing and in transcribing are essential to the success of a stenographer.
- (7) The Johnson Construction Company was located near the White River because of the excellent facilities for shipping.
- (8) When his dictating improves, Harry Brown will be allowed to write executive letters.
- (9) The staff always held its dance at the University Club.
- (10) The prestige of the firm was affected by the adverse publicity given to the president.
- (11) Traveling is an enjoyable way to spend a vacation.
- (12) The student council of the Long Street School discussed the best methods to bring out initiative in the students.

2. Make a list of the collective and verbal nouns in the sentences in Problem 1. Use two column headings—"Collective Nouns" and "Verbal Nouns." Write the sentence numbers at the left and list the nouns in the proper columns.

3. Rewrite the following sentences with correct capitalization.

- (1) The north carolina state journal advertises Our Big Sale of Novelties.
- (2) be sure to read Our Advertisement.
- (3) You will not have a Chance for another Offering like this.
- (4) We advise you to act now because these african jade rings are almost Priceless.

- (5) He lives on the South side of english square.
- (6) His Office is in the bankers trust building.
- (7) shipping now passes from lake michigan into the chicago river.
- (8) He is a member of the antlers club, the university club, and rotary international.
- (9) This Spring he will read a Paper at a Meeting of the Organization known as the association for the advancement of science.
- (10) The airliner follows a Northern route and then turns sharply East and continues a Northeastern route to the Terminal Airport.
- (11) The boat capsized at the junction of the ohio and mississippi Rivers.
- (12) When war, the great scourge of mankind, lets go his fury, he brings suffering, a second great scourge, in his wake.

4. Rewrite the following sentences with correct capitalization.

- (1) When president w. h. reynolds took Office, he withdrew from the ohio association of wholesale and retail store Managers.
- (2) When l. n. watson became a member of the Bankers club, he was made responsible for the Entertainment for the year.
- (3) The office manager wrote the spencer corporation, the firm of johnson and johnson, the hibbard company, and the national steel company for their Annual Reports.
- (4) The march graphs are to be filed in april.
- (5) Please address all Inquiries to 400 lexington avenue.
- (6) The report clearly brought out the following: the sales for the year have increased about 50 per cent, and the expenses for the same period have increased about 30 per cent.
- (7) The honorable Harry Richards gave the address.
- (8) C. Ralph Jones, m. d., has his office in the doctors building.
- (9) The hunting lodge is close to lake Erie, in the Northeastern part of the State of Ohio.
- (10) The yellow springs company specializes in the manufacture of fine Chinaware.
- (11) The first Methodist Church is located at the corner of Main Street and Seventh avenue.
- (12) Chapter VII begins on Page 273 of the textbook entitled elementary arithmetic.
- (13) Robert Grimes, doctor of philosophy, has been made Head of the science department of Holmes high school.
- (14) The curriculum included courses in Office Practice, Shorthand, Typing, and Bookkeeping.
- (15) During the Summer the Office Manager was sent on a Special business trip to east St. Louis.

## SECTION 2

### VERBS IN BUSINESS

**Verbs, the Doers.** Vital in force are verbs—strong, vigorous, picturemaking verbs. In the drama of good writing, verbs play the part of action. In the dictating or writing of business messages, sales letters, and special reports, action may rise to high importance, because in this type of writing attention must be held. Nothing holds attention so fast and so long as colorful and vigorous verbs. The verb is a power-maker and a mover to action. Well-chosen verbs, selected with a trained knowledge of their relationship to other words in the dictated and transcribed thought, make sentences clear, decisive, and forceful.

**Learn to Command the Simple Verb Essentials.** Make your verbs obey your commands. Learn how to channel your action-thoughts with fluent accuracy. To do these things, you must learn a few simple essentials about verbs. You must know them well because you will have to call upon them constantly in the future. Your business sentences will take on the glow of meaning and action when their pivotal power sources—verbs—are deftly slipped into place. But you can express yourself well only when you know the differences between the various kinds of verbs and can choose each kind intelligently when you need it.

**Avoiding Typical Verb Difficulties.** Failure to understand the *differences* between the various kinds of verbs gets many people into serious trouble about verbs. When such people have to use verbs like *lie* or *lay*, *let* or *leave*, *sit* or *set*, *rise* or *raise*, they find themselves in a fog of troubled uncertainty, never sure when they are right or when they are wrong. Most of the time they are wrong. Forced to select between the following expressions, they are never certain whether to choose *he don't* or *he doesn't*, *leave it go* or *let it go*, *the letter was*

*laying on the desk* or *the letter was lying on the desk*. Without recognizing their own errors, they blunder into crude mistakes like "It don't matter much," "Leave it go until tomorrow," or "The report you want is laying over there." Such people are often astonished, sometimes mortified, when their work is severely criticized. For their trouble there is only one cure: *they must learn the basic differences between the various kinds of verbs*. Only then can they select the exact verb form that they need in conversation, dictation, transcription.

For example, they will have to know the meaning and use of:

Transitive		and Intransitive
Active		and Passive
Infinitives		and Participles
Indicative,	Subjunctive,	and Imperative
Present,	Past,	and Future
Shall, Will	Should, Would	Have, Had
May, Can	Might, Could	

#### Agreement between Subjects and Verbs

**Handling Transitive and Intransitive Verbs.** In your business writing you will need to know that a transitive verb—one that indicates an action passing over from the subject to the object, from the *doer* to the *receiver*—needs an object to complete its meaning.

Transitive: The president *manages* the company.  
The credit manager *collected* the money.  
The agency *wrote* the report.

An intransitive verb, however, needs no object to complete its meaning.

Intransitive: Each week carloadings *increase*.  
The new shipment *arrived*.  
Last month business *improved*.

A few intransitive verbs like *be*, *seem*, *appear*, *become*, *feel*, and *look* call for a pronoun in the nominative case (Examples: I, he, she, we, they), an adjective, or a predicate noun (a noun completing the meaning of a connective verb) to complete their meaning.

Pronoun:	It <i>was he</i> who won the campaign.
Adjective:	Letter-writing ability <i>is</i> [seems, appears] <i>essential</i> .
Predicate noun:	He <i>became</i> the candidate.

**Active and Passive Verbs.** When you wish to show that the subject is performing the action, use an active verb (a verb in the active voice).

Active: The *president approved* the report.

When you wish to show that the subject is being acted upon, use a passive verb (a verb in the passive voice).

Passive: The *report was approved* by the president.

Only transitive verbs carry an action over from the subject to the object. Hence only transitive verbs may be changed into the passive voice.

**Business Prefers the Active Form.** Under the direction of the author, a group of students undertook to find out which form of verb, active or passive, modern business appears to favor. In twenty-one advertisements published in seven national magazines, each verb was examined, counted, and checked. Final score: active verbs, 494; passive verbs, 73. Ratio: about seven to one. Searching further, the students read articles in business magazines and scores of business letters. Again active verbs were most favored by a wide margin. "Business prefers active verbs," the students concluded, "because they picture action surging ahead like an arrow. Active verbs suggest the signal 'Go Ahead!'"

## PROBLEMS

1. Make a list of the transitive and intransitive verbs in the following sentences. In doing so, proceed as follows: (a) On a separate sheet of paper write two column headings—"Transitive Verbs" and "Intransitive Verbs." (b) Write the number of the first sentence at the left of the page. (c) List in the proper columns the transitive and intransitive verbs in the first sentence. (d) Write the number of the second sentence

at the left of the page and continue until all of the verbs have been listed.

- (1) He filed the letter but threw the envelope into the waste-basket.
- (2) The president studied the report, which showed an increase in sales.
- (3) Although the train started late, the engineer made up the lost time.
- (4) The expenses during the year increased, but the profits were satisfactory just the same.
- (5) The bookkeeper worked late at night, but he did not finish the report on time.
- (6) When the new shipment arrived, the shipping clerk filled all orders promptly.
- (7) It was the president of the company who assumed the blame for the mistake.
- (8) The items ordered by the purchasing agent were sufficient for their needs for a two-month period.
- (9) The stenographer typed the letter without error.
- (10) The company sent the invoice to the wrong customer.
- (11) The ink bottle dropped on the floor and spilled on the rug.
- (12) The express company delivered the package after it received the letter of complaint.
- (13) When the child opened the book carelessly, one of the pages tore.
- (14) The employer dictated the letter to a stenographer, who worked on a part-time basis.
- (15) The windowpane broke when the ball hit it.

2. Make a list of the active and passive verbs in the following sentences. Use two column headings—"Active Verbs" and "Passive Verbs." Write the sentence numbers at the left and list the verbs in the proper columns.

- (1) Today the stenographer transcribed fifteen letters, thirteen of which were signed by the dictator.
- (2) The report was approved by the president, who immediately sent it to the branch manager.
- (3) The new typewriter was adjusted by an expert who was called by the switchboard operator.
- (4) The clerk typed the statements in the afternoon, but they were mailed the following day.
- (5) The toys were manufactured by one company but were distributed through various dealers.
- (6) The office manager hired two men who started work immediately.
- (7) The contract was drawn in triplicate, and the three parties signed all copies.

- (8) The book was published by one company, but it was printed by a second company.
- (9) The secretary answered the telephone, for her employer was occupied with important business.
- (10) The proof was read carefully, but several errors were passed over by mistake.
- (11) A fan was bought because the employees requested it.
- (12) When the folder was dropped, the correspondence fell all over the floor.
- (13) The class was dismissed because of the heat.
- (14) The chairman called the meeting to order.
- (15) The secretary of the club gave the books to the president.

3. Rewrite each of the following sentences, changing the active verbs to passive and the passive verbs to active. Make any necessary changes in the wording. In some instances you may have to supply a subject, but in such a case do not change the meaning of the sentence.

- (1) The advertising agency prepared the copy for the script a month in advance.
- (2) Fifteen special orders were shipped by our company this morning.
- (3) The accounting firm audited the company's books in a week's time.
- (4) The secretary made all arrangements for her employer's trip.
- (5) All the good features of the product were clearly enumerated by the salesman.
- (6) The committee presented the plan to the president.
- (7) The sales manager called the salesman by long-distance telephone.
- (8) We do not need any more information at this time.
- (9) The customer's request was refused by the manager of the Adjustment Department.
- (10) We appreciate your thoughtfulness in taking care of this so promptly.
- (11) The cashier made a mistake in counting the change.
- (12) The manager was invited to speak at the company dinner.
- (13) The wrong person received the letter and statement.
- (14) The employee was praised for his fine work.
- (15) The sales representative left his samples with the customer.

## SECTION 3

### VERBS IN BUSINESS (Continued)

**Infinitives.** Infinitives are verb forms that assert nothing but merely indicate in a general way an action or a state of being. They are identified by the word *to*, either expressed or understood. Infinitives are used as nouns, as adjectives, or as adverbs.

Noun (subject):	<i>To write</i> requires skill.
Noun (predicate):	His special work is <i>to write</i> .
Noun (object):	He wants <i>to write</i> .
Adjective:	That is a letter <i>to be treasured</i> .
Adverb:	He has gone <i>to check</i> the orders.

*To*, the sign of the infinitive, is omitted after the verbs *bid*, *let*, *make*, *need*, *help*, *hear*, *dare*, *feel*, *see*, and a few others.

Did you hear him (to) go?

Will he make us (to) finish today?

Watch him (to) run the machine.

**Sidestep the Split Infinitive.** Experts do not usually separate or split the parts of an infinitive because in most cases there is a better way to frame the same thought. Careless writers and speakers sometimes split infinitives through awkwardness. For instance, the careless dictator may say, "He expects to immediately arrive." The expert says, "He expects to arrive immediately." The careless person may say, "It is impossible to in any way grant this request." The expert recasts it, "There is no possible way to grant this request."

*Careless*

*Better*

To promptly fill your order is our hope.

We want you to carefully consider our proposal.

We wish you to closely examine this document.

We want to warmly thank you for your co-operation.

To accurately present the plan is our object.

They were able to quickly discover the right method.

We hope to fill your order promptly.

We want you to consider our proposal carefully.

We wish you to examine this document closely.

We want to thank you warmly for your co-operation.

To present the plan accurately is our object.

They were able to discover the right method quickly.

**Participles (Verbal Adjectives).** Business writing calls for participles, which are verb forms used as adjectives and having the double function of verb and adjective. Participles may be present (*writing, dictating, selling*) or perfect (*written, dictated, sold*).

The present participle is the simple form of the verb plus *ing*. It denotes action in progress.

**Present participle:** The executive *dictating* the letter is planning the program for our convention. [*Dictating* is an adjective modifying the noun *executive*; it is also a verb taking the object *letter*.]

In the perfect participle of a regular verb, *d* or *ed* is added to the present tense (*dictate, dictated; order, ordered*).

**Perfect participle:** The letter *dictated* by the second vice-president was sent by air mail. [*Dictated* is an adjective modifying *letter*.]

Note that participles become absorbed in certain verb forms; for example, *is planning* and *was sent*. These forms are not indicated as participles in the foregoing sentences because they are absorbed in the verbs and are not used as adjectives.

**Verbal Nouns.** Business writing also calls for verbal nouns, which are *verb forms used as nouns and functioning in a sentence as nouns*. They are called verbal nouns because they name actions and because they are derived from their corresponding verbs. The words *writing, dictating, selling, advertising* may often be used as verbal nouns in business. For example:

*Writing* good letters requires skill. [*Writing* is a noun and the subject of the sentence; it is also a verb taking the object *letters*.]

When a noun or a pronoun modifies a verbal noun, be sure to put the noun or pronoun in the possessive form. For example:

Right: Do you object to *my* dictating the letter?

Wrong: Do you object to *me* dictating the letter?

Right: The *president's* going left a vacancy.

Wrong: The president *going* left a vacancy.

**Making Verbs Agree with Collective Nouns.** Keep the agreement right between a collective noun and its corresponding verb. Group names like *assembly*, *audience*, *crowd*, *office force*, and *company* are collective nouns. They are generally used with a singular verb or a singular pronoun.

The *assembly votes* to set *its* adjournment ahead.

Sometimes, however, the members of the group are acting as parts or individuals. Such a case calls for a plural verb and a plural pronoun.

The *crowd were* not agreed among *themselves*.

To put it another way, a collective noun takes a singular verb when the *group* is thought of, but a plural verb when the *individuals* are thought of.

To make the collective use sound natural when *individuals* are thought of, it is sometimes desirable to place the expression *members of* before the collective noun.

*Members of* the crowd *were* not agreed among *themselves*.

**Making Verbs Agree with the Subjects.** The verb must agree with the subject in (1) person and (2) number. Look for the exact subject of the verb. Recognize it. Do not let elements that fall between the subject and the verb throw you into error.

Right: Stenographic service and the salary of the dictator *are* the causes of high letter cost.

Wrong: Stenographic service and the salary of the dictator *is* the cause of high letter cost.

Right: High letter cost *is* due to the salaries of dictator and stenographer.

Right: The manager's statement relating to the two letters *is* without doubt correct.

Wrong: The manager's statement relating to the two letters *are* without doubt correct.

Right: In the old records *was* found a queer mistake. [The subject, *mistake*, follows the verb and is singular.]

Wrong: In the old records *were* found a queer mistake.

Right: You, not he, *are* supposed to have the contract.

Wrong: You, not he, *is* supposed to have the contract.

**Subjects Connected by *As Well As* and Like Expressions.** When words are joined to a subject by *as well as*, *in addition*

*to, with, together with, including, no less than, etc.*, the verb agrees in number with the subject.

The report, together with the six letters, *was* ready.

The letters, as well as the report, *were* ready.

The newest clerk, no less than the president, *is* invited.

The notebooks, in addition to the typewriter, *have* been ordered for delivery tomorrow.

**Subjects Connected by *Or* or *Nor*.** Two or more singular subjects connected by *or* or *nor* require a singular verb.

Neither the teacher nor his assistant *is* in the office.

When two or more subjects connected by *or* or *nor* differ in number, the plural subject is placed nearest the verb, and the verb is made to agree with it in the plural.

Neither the teacher nor the students *are* in the room.

When the subjects of the verb *be* differ in person, an awkward sentence is avoided by using a verb with each subject.

Either *you are* the winner or *I am*.

**Subjects Connected by *And*.** Two or more singular subjects connected by *and* require a plural verb.

Mr. Green and Mr. Griswold *are* the new officers.

When the subjects connected by *and* refer to the same person, a singular verb is called for.

The secretary and treasurer (one man) *is* the next man to be elected.

When the subjects connected by *and* represent one idea or are closely connected in thought, a singular verb is called for.

Bread and butter *is* the staff of life.

When the subjects connected by *and* are preceded by *each, every, many a, etc.*, a singular verb is called for.

Every desk and chair *is* perfectly polished.

When one of the subjects is affirmative and the other negative, the verb agrees with the affirmative and is understood with the negative.

The state of the trade, and not our hopes about it, *determines* sales.

## PROBLEMS

1. In some of the following sentences the infinitive is used correctly; in other sentences the infinitive is used awkwardly in the "split infinitive" form. Rewrite each of the incorrect sentences in a form that you consider to be better. If a sentence does not contain an error in the infinitive, merely write the word "Correct" after the sentence number.

- (1) Part of your task is to thoroughly examine the records.
- (2) You are to properly number these rules.
- (3) Try to correctly add these figures.
- (4) They were appointed to carefully plan the campaign.
- (5) Begin today to carefully outline the sales plan.
- (6) To finish the report quickly is our desire.
- (7) The officer tried to scan the papers immediately.
- (8) They ordered the man to completely overhaul the typewriter.
- (9) The student wanted to thoroughly master the textbook.
- (10) The president of the company is to personally address the group.
- (11) He decided to attend the conference to be held in Chicago.
- (12) The books were not ready to be delivered.
- (13) The sales manager wanted to personally inform him about the matter.
- (14) The author wanted to slightly change the title of his manuscript.
- (15) The boy wished to deeply express his sympathy.

2. The following sentences contain both participles and verbal nouns. Write the number of each sentence at the left of a sheet of paper. In the first column after the numbers write any participles used in the sentences, and in the second column write any verbal nouns used in the sentences.

- (1) The stenographer typing the letter is the youngest employee in the company.
- (2) The athletes competing in the track meet are the finest in the city.
- (3) Winning the contest was a delight to the child.
- (4) The book lying on the desk was lost by the student.
- (5) Preparing his homework and delivering newspapers proved to be too much for the boy.
- (6) The book ordered by the teacher could not be shipped until a new printing was received by the company.
- (7) Transcribing letters accurately requires care and attention.
- (8) Developing one's own snapshots is an enjoyable hobby.
- (9) The theme written by the student was excellent.

- (10) Correcting the papers submitted by the contestants proved to be a tremendous undertaking.
- (11) The company making the best pencil will win the award.
- (12) His action in taking the report surprised us.
- (13) His writing the request was approved.
- (14) The teacher, after reading the letter, suggested one change.
- (15) The assembly, hearing him talk for the first time, was pleased.

3. The following letter contains participles and verbal nouns. Make a list consisting of three columns—one for the participles, one for the verbal nouns, and one for the possessive form of the noun or pronoun preceding each verbal noun requiring the possessive form. If the noun or pronoun preceding a verbal noun is not properly written in the possessive, your list should show it in the correct form.

We are taking this opportunity to thank you for you sending us such a fine report on the situation developing in your territory. Our having this information will enable us to complete our work in outlining the campaign planned for this coming fall. The committee appointed to take charge of making the actual arrangements for the campaign is having its first meeting tomorrow.

Mr. Smith assuming new responsibilities because of the sales manager resigning will prevent him participating in the work undertaken by the committee. Mr. Meyer, appointed to take the place of Mr. Smith, will be on hand, prepared to do everything in his power to get the committee off to a flying start.

The committee co-operating with you in this endeavor expects to make a fine showing that will set a standard for the years to come.

4. Each of the following sentences contains two verbs in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper write the number of each sentence and the correct verb to be used in each sentence.

- (1) The jury (*was, were*) not agreed on the verdict.
- (2) The high level of prices (*is, are*) a hardship on many families.
- (3) One of the men (*was, were*) appointed to be in charge of the work.
- (4) The secretary, as well as the sales manager, (*was, were*) notified.
- (5) Neither the proprietor nor the manager (*was, were*) told about the situation.
- (6) Every executive and every secretary (*is, are*) expected to attend the meeting.

- (7) The wrapping of the package, but not the contents, (*was, were*) damaged.
- (8) Neither the president of the company nor his junior executives (*was, were*) present when the accident took place.
- (9) The discussion panel (*was, were*) asked to change the time of the broadcast.
- (10) In the three books (*was, were*) found the same rule.
- (11) You, not the other boy, (*is, are*) responsible for this work.
- (12) His answer to the two questions (*was, were*) not correct.
- (13) Many a beginning worker (*is, are*) unable to work with both speed and accuracy.
- (14) The six stenographers, as well as the head of the department, (*was, were*) given a bonus.
- (15) I, as well as the boy, (*am, is*) to be congratulated.
- (16) Neither the typewriter nor the desk (*has, have*) been delivered.
- (17) The report, and not the separate records, (*was, were*) submitted for consideration.
- (18) The office staff (*was, were*) invited to come and bring their friends to the picnic.
- (19) The check, in addition to the statements, (*was, were*) mailed.
- (20) Either the principal or the teacher (*is, are*) made responsible for this undertaking.

5. Each of the following sentences contains at least one error. Rewrite each sentence in correct form.

- (1) To accurately transcribe requires training.
- (2) He resented the employer refusing the interview.
- (3) The company moved into their new building last month.
- (4) The training and the experience of the stenographer is going to help her advance.
- (5) Every boy and every girl are expected to appear on the program.
- (6) The vice-president and treasurer were formerly the sales manager.
- (7) The books, as well as the bookcase, was received in good condition.
- (8) The crowd were not agreed among itself.
- (9) In the old building was found many valuable antiques.
- (10) You, not he, is due for a promotion soon.
- (11) Many an executive have been trained in this school.
- (12) Neither the man nor his wife were willing to pay the bill.
- (13) The six letters, as well as the one report, was typed in record time.
- (14) I saw his driving the car into the garage.
- (15) We wish to heartily thank you for your co-operation.

## SECTION 4

### VERBS IN BUSINESS (Continued)

**Mode in Verbs.** Mode is a property of a verb that indicates the manner in which the action or state is expressed. Hence, to express your business thought in exactly the right form and manner, you must know how to handle mode. There are three modes: the indicative, the imperative, and the subjunctive. Each has a useful part to play in business expression.

1. *Indicative mode*: used to express a fact or ask a question.

The indicative mode *is* the commonest form in correspondence.

2. *Imperative mode*: used to express a command, a request, or an entreaty; often used in interoffice memoranda and in collection letters.

*Send* the steel scrap shipment at once.

*Give* this matter close attention.

*Send* your check without fail by June 1.

Please *see* that the order is shipped tomorrow.

3. *Subjunctive mode*: used to express (a) a statement or a supposition contrary to fact, (b) a wish, or (c) a doubt.

A fact (indicative mode): He *is* a good letter writer.

A wish, contrary to fact (subjunctive mode): He wishes he *were* a good letter writer. [But he is not.]

The common subjunctive form of the verb *to be* in the present tense is *were*. This form is used with all persons in both the singular and the plural.

I wish I *were* able to be there. [I am not.]

If we *were* gifted with the vision to see years ahead [but we are not so gifted], we would doubtless shape our plans differently.

If he *were* in control of a majority of voter [but he is not], he would sign the agreement.

If Mr. Wilde *were* here [but he is not], he would approve the contract.

The verb *is* should be used in a sentence that refers to the present time and shows an ordinary condition.

If Mr. Wilde *is* here, he will approve the contract. [I do not know whether he is or not.]

The verb *was* should be used in a sentence that refers to past time and shows an ordinary condition.

If Mr. Wilde *was* here yesterday, I am sure he approved the contract. [I do not know whether he was or not.]

The verb *had been* should be used in a sentence that refers to past time and shows a condition contrary to fact.

If Mr. Wilde *had been* here yesterday, I am sure he would have approved the contract. [He was not here yesterday.]

**Timing Verbs: Handling the Three Primary Tenses.** The accurate timing of verbs is an important business skill. The verb must indicate the exact time of the action. Make sure that you write precisely what you mean by choosing the right tense.

*Tense* is that form or use of a verb that indicates the time of an action or an event. The tenses are present, past, or future, according to whether they express present, past, or future time. These are called the three primary tenses.

Present tense: He *dictates* good letters.

Past tense: He *dictated* good letters.

Future tense: He *will dictate* good letters.

We *shall dictate* good letters.

The past tense of regular verbs is formed by adding *d* or *ed* to the present tense: *live, lived; like, liked; dictate, dictated.*

**Future Tense: Simple Futurity.** The future tense indicates what will take place in the future time.

We *shall be* here tomorrow.

They *will finish* the report in a few days.

You must consider two things in choosing between *shall* and *will*: (1) what the person of the subject is and (2) whether the sentence expresses simple futurity, determination, or promise.

To indicate simple futurity, with a subject in the first person (*I* or *we*), use *shall*: with a subject in the second or third

person (*you, he, she, it, or they*), use *will*. By simple futurity is meant a probable future event, over which the speaker assumes no control.

The plane *will* probably be on time.

Simple futurity also includes the expression of a hope, an intention, an opinion, or a prediction.

We hope we *shall* be able to attend the meeting.

They *will* work until they finish the task.

You *will* be glad you made that decision.

We *shall* be pleased to fill your order as soon as you tell us which model you want.

**Future Tense: Determination or Promise.** To express determination or promise, reverse the rule for futurity; that is, with a first-person subject (*I* or *we*) use *will*, and with any other subject, *shall*.

I (or we) *will* go in spite of opposition.

You (or he or they) *shall* stay, no matter what the expense.

When you say, "I *will* go," you express more than one mere intention. You indicate that you are assuming an obligation, or are promising someone, to go; or that you expect to exert your own will power to go, regardless of obstacles or opposition. When someone in authority says, "You *shall* stay," he indicates his intention to use force, if necessary, to see that you stay.

**Should and Would.** *Should* and *would* follow the same rules as *shall* and *will*, *should* corresponding to *shall*, and *would* to *will*. They are used in conditional sentences referring to present time. *Should* is used with *I* or *we*; *would*, with other subjects.

If I *should* go, I shall let you know.

If he *would* come, it *would* assure our success.

To show an attitude of wish, *would* may be used with all pronouns:

I *would* speak if time permitted.

She *would* work faster if she could.

They *would* act at once if approval were given.

## Indicative Mode—Active Voice

Tense	No.			
		Simple	Progressive	Emphatic
Present	Singular	1. I pay 2. you pay 3. he (she or it) pays	1. I am paying 2. you are paying 3. he is paying	1. I do pay 2. you do pay 3. he does pay
	Plural	1. we pay 2. you pay 3. they pay	1. we are paying 2. you are paying 3. they are paying	1. we do pay 2. you do pay 3. they do pay
Past	Singular	1. I paid 2. you paid 3. he paid	1. I was paying 2. you were paying 3. he was paying	1. I did pay 2. you did pay 3. he did pay
	Plural	1. we paid 2. you paid 3. they paid	1. we were paying 2. you were paying 3. they were paying	1. we did pay 2. you did pay 3. they did pay
Future	Singular	1. I shall pay 2. you will pay 3. he will pay	1. I shall be paying 2. you will be paying 3. he will be paying	<i>Determination</i> 1. I will pay 2. you shall pay 3. he shall pay
	Plural	1. we shall pay 2. you will pay 3. they will pay	1. we shall be paying 2. you will be paying 3. they will be paying	1. we will pay 2. you shall pay 3. they shall pay
Present Perfect	Singular	1. I have paid 2. you have paid 3. he has paid	1. I have been paying 2. you have been paying 3. he has been paying	
	Plural	1. we have paid 2. you have paid 3. they have paid	1. we have been paying 2. you have been paying 3. they have been paying	
Past Perfect	Singular	1. I had paid 2. you had paid 3. he had paid	1. I had been paying 2. you had been paying 3. he had been paying	
	Plural	1. we had paid 2. you had paid 3. they had paid	1. we had been paying 2. you had been paying 3. they had been paying	
Future Perfect	Singular	1. I shall have paid 2. you will have paid 3. he will have paid	1. I shall have been paying 2. you will have been paying 3. he will have been paying	
	Plural	1. we shall have paid 2. you will have paid 3. they will have paid	1. we shall have been paying 2. you will have been paying 3. they will have been paying	

## Indicative Mode—Passive Voice

Tense	No.	<i>Simple</i>		<i>Progressive</i>	
<i>Present</i>	<i>Singular</i>	1. I am paid 2. you are paid 3. he (she or it) is paid		1. I am being paid 2. you are being paid 3. he is being paid	
	<i>Plural</i>	1. we are paid 2. you are paid 3. they are paid		1. we are being paid 2. you are being paid 3. they are being paid	
<i>Past</i>	<i>Singular</i>	1. I was paid 2. you were paid 3. he was paid		1. I was being paid 2. you were being paid 3. he was being paid	
	<i>Plural</i>	1. we were paid 2. you were paid 3. they were paid		1. we were being paid 2. you were being paid 3. they were being paid	
<i>Future</i>	<i>Singular</i>	1. I shall be paid 2. you will be paid 3. he will be paid			
	<i>Plural</i>	1. we shall be paid 2. you will be paid 3. they will be paid			
<i>Present Perfect</i>	<i>Singular</i>	1. I have been paid 2. you have been paid 3. he has been paid			
	<i>Plural</i>	1. we have been paid 2. you have been paid 3. they have been paid			
<i>Past Perfect</i>	<i>Singular</i>	1. I had been paid 2. you had been paid 3. he had been paid			
	<i>Plural</i>	1. we had been paid 2. you had been paid 3. they had been paid			
<i>Future Perfect</i>	<i>Singular</i>	1. I shall have been paid 2. you will have been paid 3. he will have been paid			
	<i>Plural</i>	1. we shall have been paid 2. you will have been paid 3. they will have been paid			

*Should* is also used in the sense of *ought*, in which case it is correctly used with any subject.

I *should* be on my way in an hour.

You *should* report by 9 A. M.

He *should* bring it back with him.

It *should* be called to his attention.

We *should* accept the offer.

They *should* duplicate the order.

**Controlling the Perfect Tenses.** Three verb phrases, called perfect tenses, indicate completed action or state of being. The perfect tenses are: the present perfect, the past perfect, and the future perfect.

The *present perfect* tense is formed by placing *have* or *has* before the perfect participle.

They *have sent* the order. [Present completion]

This tense is correctly used to indicate an act or an event that began in the past (either a minute or a year ago is past) and that has just now been completed.

The *past perfect* tense denotes an action or an event as completed at or before a stated past time. It is formed by placing *had* before the perfect participle.

They *had sent* the order before the error was discovered. [Action completed at or before an expressed past time]

The *future perfect* tense denotes an action or an event that will be completed at or before a stated future time. It is formed by placing *shall have* or *will have* before the perfect participle.

We *shall have* won the campaign before they can act.

He *will have* shipped the order by the time our telegram reaches the office. [Action that will be completed at or before an expressed future time]

**Progressive Form.** The progressive form is made by prefixing to the present participle some form of the verb *be*. It denotes that the action of the verb is going on at the time referred to.

Simple present: We *write* good letters.

Progressive present: We *are writing* better letters every week.

Both of these examples are in the present tense. The simple present indicates that the action is completed at one time; the progressive present indicates that the action is going on or continuing at the present time.

**Emphatic Form.** In the present and past tenses (active voice), emphasis may be added by using *do* or *did* and the infinitive without *to*. This form is known as the emphatic form.

Simple present:	We <i>write</i> good letters.
Emphatic present:	We <i>do write</i> good letters.
Simple past:	We <i>wrote</i> better letters all through the year.
Emphatic past:	We <i>did write</i> better letters after taking the training course.

**Time Guide for Verbs.** A convenient and useful *Time Guide for Verbs* is presented on pages 26 and 27. Use it for quick reference on verb-timing questions.

**How to Use *May*, *Can*, *Might*, *Could*.** *May* expresses probability or permission. *Might* is the past form of *may*. *Can* expresses power or ability. *Could* is the past form of *can*. A helpful rule is this: *May* equals *please permit* or *it is possible*. *Can* equals *able*.

*May* I have permission to use your name?  
*Can* he fill the requirements of this job?  
They *may* open the factory tomorrow.  
I *can* assure you that those are the facts.

## PROBLEMS

1. Each of the following sentences contains two or more verbs in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper write the number of each sentence and the correct verb to be used in each sentence.

- (1) I wish it (*was*, *were*) possible for me to come.
- (2) If you (*was*, *were*) I, you would go.
- (3) If everyone (*was*, *were*) here, we could take the vote.
- (4) Whether he (*is*, *was*, *were*) sure or not, he acted as if he (*is*, *was*, *were*).
- (5) If the contract (*was*, *were*) mailed yesterday, it should be delivered before Mr. Sampson goes out of town.

- (6) If the work (*is, was, were*) finished today, we shall have a holiday tomorrow.
- (7) If the shipment (*was, were, had been*) received yesterday, it could have been checked this morning.
- (8) He wishes he (*was, were*) able to comply with your request.
- (9) If I (*was, were*) in his position, I would accept the offer.
- (10) If I (*am, was, were*) invited to attend the meeting, I shall go.

2. Each of the following sentences may be completed by the addition of *was* or *were*. On a separate sheet of paper write the number of each sentence and the correct verb to be used in each sentence.

- (1) If he \_\_\_\_\_ sending the goods today, there would be no doubt of their acceptance.
- (2) If he \_\_\_\_\_ really there, as Rogers reported to me later, someone should have asked him to speak.
- (3) If the special bond issue \_\_\_\_\_ to be floated today, it would greatly depress the prices of government securities.
- (4) He wished it \_\_\_\_\_ possible to engage that speaker for the banquet.
- (5) If you \_\_\_\_\_ asked to handle the matter, would you do so?
- (6) If he \_\_\_\_\_ ready to act yesterday, no one knew it.
- (7) What would you do if the letter \_\_\_\_\_ not transcribed accurately?
- (8) He examined the chair to see whether it \_\_\_\_\_ broken.
- (9) They asked if it \_\_\_\_\_ permissible to withdraw the technical book.
- (10) If the desk \_\_\_\_\_ open, the boy must have seen the letter.

3. On a separate sheet of paper write the number of each sentence and the tense of each verb used in each sentence.

- (1) Speed and accuracy are good qualities.
- (2) They will report for the committee.
- (3) I expected him this morning.
- (4) They had already made the shipment before his letter arrived.
- (5) They have received the order.
- (6) They will have gone before the notice is sent to their office.
- (7) We shall credit your account for the merchandise that you returned.
- (8) She will have arrived by noon.
- (9) The boys had gone before the telegram arrived.
- (10) We have made an error, which prevents the bookkeeper from closing the books.

4. On a separate sheet of paper write the number of each sentence and either *shall* or *will* to indicate simple futurity.

- (1) I \_\_\_\_\_ be there week after next.
- (2) If you \_\_\_\_\_ meet me at noon, I \_\_\_\_\_ be glad to go with you.
- (3) I \_\_\_\_\_ definitely accept the offer; nothing \_\_\_\_\_ prevent me from doing so.
- (4) They \_\_\_\_\_ take a train if they cannot get plane reservations.
- (5) He \_\_\_\_\_ write the letter if you \_\_\_\_\_ assemble the facts.
- (6) We \_\_\_\_\_ not accept the responsibility for the assignment unless they \_\_\_\_\_ promise to back us up.
- (7) I am sure that they \_\_\_\_\_ take care of this matter if we want them to do so.
- (8) The customer who \_\_\_\_\_ add to a store's reputation is the customer whom the store \_\_\_\_\_ please.
- (9) If you \_\_\_\_\_ send me the book, I \_\_\_\_\_ read it immediately.
- (10) I do not know when the boys \_\_\_\_\_ arrive.

5. Write the number of each sentence and either *shall* or *will* to indicate determination or promise.

- (1) You \_\_\_\_\_ take care of this situation, no matter what the others think should be done.
- (2) I \_\_\_\_\_ go regardless of the consequences.
- (3) The boys \_\_\_\_\_ do the work even though they will have to miss the picnic.
- (4) You \_\_\_\_\_ complete this job if you must work overtime in order to get it done.
- (5) The sales manager \_\_\_\_\_ be held responsible for this mistake.
- (6) We \_\_\_\_\_ get this order out today regardless of what else we do.
- (7) The mechanic \_\_\_\_\_ work on this car today.
- (8) The students \_\_\_\_\_ be held accountable for all work assigned.
- (9) You \_\_\_\_\_ handle this matter personally, even though your assistant prefers to do it.
- (10) We \_\_\_\_\_ send a delegate to the convention regardless of the expense.

6. Each of the following sentences may be completed by the addition of *should* or *would*. Indicate which verb is correct in each sentence.

- (1) If my trip is a success, I \_\_\_\_\_ be back here in a week.
- (2) He believes that the committee \_\_\_\_\_ do the work.

- (3) If all salesmen \_\_\_\_\_ attend the meeting, we could make the decision.
- (4) If I \_\_\_\_\_ help with the work, can we finish it today?
- (5) She \_\_\_\_\_ be less extravagant if she had to earn her own money.
- (6) The copies \_\_\_\_\_ be ready by ten o'clock.
- (7) We \_\_\_\_\_ leave early if we want to be at the station on time.
- (8) The work \_\_\_\_\_ be finished by this time.
- (9) We \_\_\_\_\_ be glad to make up your route if you \_\_\_\_\_ tell us what places you wish to visit.
- (10) Every employee \_\_\_\_\_ appreciate a longer vacation.

7. Change the form of the verb in each of the following sentences to the progressive form. If necessary, you may change the wording of the sentence.

- (1) The students learn to transcribe their shorthand notes in this department.
- (2) We finished the repair work in this room.
- (3) The class shall read historical novels for a special English assignment.
- (4) He sends circulars about special sales made available to charge customers only.
- (5) Mr. Joyce had handled applications for credit.
- (6) Mary Duncan acts as receptionist for the firm.
- (7) She operates the switchboard in the absence of the regular switchboard operator.
- (8) The fan circulated the air in an unsatisfactory manner.
- (9) The book brings to light many hitherto unknown facts.
- (10) The executive dictated to his private secretary.

8. Change the form of the verb in each of the following sentences to the emphatic form.

- (1) I regret the loss caused by the mistake.
- (2) They swore to bring out all the facts.
- (3) They went to the head of the department for that purpose.
- (4) I typed the information exactly as directed.
- (5) They canceled the order because of the delay in shipment.

9. Indicate which of the two verbs *may* or *can* should be used in each of the following sentences.

- (1) \_\_\_\_\_ I use this information in my speech?
- (2) They \_\_\_\_\_ perform this operation only with great difficulty.
- (3) We \_\_\_\_\_ fill this order now that the materials have been sent us from the factory.
- (4) It \_\_\_\_\_ rain before the afternoon is over.
- (5) The students \_\_\_\_\_ have a new teacher next year.

## SECTION 5

### CONTROLLING IRREGULAR VERBS

**Principal Parts of Verbs.** Each verb has three principal parts: the present, the past, and the perfect participle. The perfect participle is used with an auxiliary verb, usually *have*, *has*, or *had*.

Regular verbs form the past tense and the perfect participle by adding *d* or *ed* to the present: *use, used, used; add, added, added*. Most verbs are regular. A few, however, do not follow the normal forms; they are therefore known as irregular verbs.

**Controlling Irregular Verbs.** Irregular verbs are relatively simple. Consider them so, and they will remain so. *Attack them* instead of backing away from them, and you will have no trouble. Become so familiar with the following irregular verbs that their correct use becomes as instinctive to you as to say "Thank you" when you acknowledge a courtesy. To know these irregular verbs is an essential of good manners as well as of good grammar.

Simply memorize the past and perfect participle for each present tense in the list on pages 34 and 35. It will not take you long. For good practice attach the three auxiliaries, *have*, *has*, and *had*, to each past participle as you speak it.\*

Control of these irregular verbs is important to dictator and stenographer alike. Without that control neither one can function at his best in business.

**Accuracy Is the Watchword.** The business writer, in his daily duties, must direct his effort as he would an arrow to a target. He must economize his time, conserve his energy, turn out the maximum amount of work. To make a success of these tasks, use verbs with care. Be accurate!

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\* This list may be used as a spelling review, the instructor dictating the present forms, the students writing the past tense and the perfect participle.

*Irregular Verbs Important in Business*

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i> ( <i>have, has, had</i> )
am	was	been
arise	arose	arisen
bear	bore	borne, born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bid [command, invite]	bade	bidden
bid [make an offer]	bid	bid
bind	bound	bound
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
carry	carried	carried
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
*hang [suspend]	hung	hung
hide	hid	hidden
know	knew	known
lay [put into place]	laid	laid
lead	led	led
leave	left	left
lend	lent	lent

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\* The verb *hang*, meaning "to execute," is regular: hang, hanged, hanged.

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i> ( <i>have, has, had</i> )
let	let	let
lie [recline]	lay	lain
lie [falsify]	lied	lied
make	made	made
pay	paid	paid
put	put	put
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
set [put into place]	set	set
shake	shook	shaken
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit [take a seat]	sat	sat
slay	slew	slain
sleep	slept	slept
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
strike	struck	struck, stricken
strive	strove	striven
swear	swore	sworn
swell	swelled	swelled, swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake	waked, woke	waked
wear	wore	worn
weave	wove	woven
win	won	won
write	wrote	written

## PROBLEMS

1. Only one of the three principal parts of each of a number of irregular verbs is given below. Copy the form as it is given, but insert the missing principal parts.

<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>	<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>
(1) .....	was	.....	(11) grow	.....	.....
(2) .....	.....	begun	(12) .....	.....	known
(3) break	.....	.....	(13) lend	.....	.....
(4) .....	came	.....	(14) .....	rang	.....
(5) draw	.....	.....	(15) rise	.....	.....
(6) .....	.....	driven	(16) .....	.....	spoken
(7) .....	fell	.....	(17) .....	.....	sworn
(8) fly	.....	.....	(18) .....	swung	.....
(9) .....	forgot	.....	(19) throw	.....	.....
(10) .....	froze	.....	(20) write	.....	.....

2. Each of the following sentences contains two verbs in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper list the correct verbs to be used in the sentences.

- (1) The letter (*came, come*) this morning.
- (2) They have (*swore, sworn*) to tell all the facts.
- (3) She saw the letter (*laying, lying*) here yesterday.
- (4) They have already (*gone, went*) home.
- (5) If he (*lays, lies*) down on the job, he will regret it.
- (6) The motorman (*find, found*) the scarf on the streetcar.
- (7) I (*saw, seen*) the boy leaving the theater.
- (8) The girl has (*written, wrote*) the required theme.
- (9) They (*choose, chose*) the shorter trip because it was less expensive.
- (10) The driver was badly (*shaken, shook*) in the accident.
- (11) The water escaped when the pipe (*sprang, sprung*) a leak.
- (12) The business has (*grew, grown*) slowly in the two years of its existence.
- (13) The handle was so badly (*bend, bent*) that the boy could not use it.
- (14) The crew (*did, done*) its best to complete the job on time.
- (15) The water in the pond was (*froze, frozen*) solid.
- (16) The partners have (*striven, strove*) to make a success.
- (17) They (*gave, give*) the man some food when he knocked at their door.
- (18) The children (*drank, drunk*) several soft drinks.

- (19) The page was (*lore, torn*) when the book was dropped.  
 (20) The champion has (*swam, swum*) across the English Channel.

3. At the end of each of the following sentences one or more verbs appear in parentheses. On a separate sheet of paper list the correct verb or verbs to be used in the sentences.

- (1) Price levels \_\_\_\_\_ ten points last year, but they have not \_\_\_\_\_ to any extent this year. (*rise*)
- (2) He \_\_\_\_\_ them to believe that sales had \_\_\_\_\_ this year. (*lead, fall*)
- (3) Has he \_\_\_\_\_ you the report recently \_\_\_\_\_ up by the treasurer? (*show, make*)
- (4) They have \_\_\_\_\_ to make plans for the special anniversary sale. (*begin*)
- (5) The responsibilities that he \_\_\_\_\_ last year \_\_\_\_\_ all of his time. (*carry, take*)
- (6) He has \_\_\_\_\_ where they \_\_\_\_\_ the equipment. (*forget, buy*)
- (7) The president \_\_\_\_\_ well of the secretary when she \_\_\_\_\_ to take another job. (*speak, leave*)
- (8) The family \_\_\_\_\_ new furniture when their old furniture was \_\_\_\_\_. (*get, wear*)
- (9) The team was \_\_\_\_\_ when the last ball was \_\_\_\_\_. (*beat, throw*)
- (10) If he had not \_\_\_\_\_ the error in time, the company could not have \_\_\_\_\_ the record. (*catch, break*)
- (11) They \_\_\_\_\_ on the ground to watch the birds as they \_\_\_\_\_ south. (*sit, fly*)
- (12) He \_\_\_\_\_ here when the messenger \_\_\_\_\_ the news. (*am, bring*)
- (13) The bank \_\_\_\_\_ the money to the merchant, who signed a note that \_\_\_\_\_ six per cent interest. (*lend, bear*)
- (14) The material \_\_\_\_\_ when it was \_\_\_\_\_ into the washing machine. (*shrink, put*)
- (15) The house \_\_\_\_\_ much more than the contractor had \_\_\_\_\_. (*cost, bid*)
- (16) The sophomores were \_\_\_\_\_ to \_\_\_\_\_ to the freshmen in the initiation ceremonies. (*forbid, speak*)
- (17) The criminal \_\_\_\_\_ after he \_\_\_\_\_ his accomplice in the crime. (*flee, slay*)
- (18) They \_\_\_\_\_ to the seashore after they \_\_\_\_\_ at the restaurant. (*drive, eat*)
- (19) The mother \_\_\_\_\_ where her little boy had \_\_\_\_\_ his toys. (*know, hide*)
- (20) The plans were \_\_\_\_\_ before the battle was \_\_\_\_\_. (*draw, fight*)

## REVIEW

Most of the following sentences contain one or more errors. Rewrite all of the sentences in which there are errors; correct all errors. If a sentence is correct, write "Correct" after the sentence number.

- (1) The Chambers Box corporation appointed him to carefully study the problem.
- (2) They will attend the conference if I have to force them to do so.
- (3) The representative has already went to the meeting in the Southern part of the state.
- (4) Now that the Spring season is here, we can expect sales of Winter merchandise.
- (5) The secretary of state was consulted about that foreign problem.
- (6) The employee objected to the company taking that action.
- (7) The office staff and its friends was invited to participate in the affair.
- (8) If the sun was shining, I would let the boys play outside.
- (9) The letter would be mailed this evening without fail.
- (10) On tuesday of this coming week the dance will be held in the Mayfair room of the hotel Cincinnati.
- (11) The students, with the co-operation of their teacher, was trying to win the trophy.
- (12) The teacher had classes in arithmetic, geometry, and book-keeping.
- (13) The man, as well as his wife, were injured in the accident.
- (14) The secretary and treasurer are the person responsible for this unfortunate situation.
- (15) The girl swum the River Mississippi on a clear day.
- (16) We do not approve of him assuming these extra duties.
- (17) To thoroughly digest this report would take considerable time.
- (18) In the eight test papers was found only one mistake.
- (19) She should do the work more rapidly if she could.
- (20) The boy scouts have already went on the hike with their leader.
- (21) Because he was tired, he lied on the davenport and slept soundly.
- (22) The subjects assigned were bookkeeping II, modern English, Typewriting III, and advanced shorthand.
- (23) Mr. Warsaw and Mrs. Crane is the new officers.
- (24) The report on the bookkeeper's statements were studied with care.
- (25) The crowd was not agreed among themselves.

## SECTION 6

### PRONOUNS, THE WORDS THAT REPRESENT NOUNS

**Pronouns Are Useful.** Seldom do you realize the convenience of electric lights and running water in your home until, in an emergency, these services are shut off. In the same way seldom do you realize the usefulness of pronouns in making expression simpler until you try to dictate sentences without them.

Let us suppose that you are writing a business report to keep your records up to date and that in this task you are not allowed to use pronouns. At the left is shown how such a report might read; at the right, how it should read.

#### *Without Pronouns*

When President Lodge arose to give President Lodge's report to the stockholders, President Lodge made the introductory statement that, in President Lodge's opinion, President Lodge should retire and pass President Lodge's responsibilities on to a younger man.

#### *With Pronouns*

When President Lodge arose to give his report to the stockholders, he made the introductory statement that, in his opinion, he should retire and pass his responsibilities on to a younger man.

This brief experiment shows that to use the same noun again and again whenever you want to refer to what it represents would be most awkward. Hence, we use a device for *representing* the noun without actually repeating the noun.

**Controlling Pronouns.** A pronoun is a word that is used instead of a noun.

Dr. Hart agreed to report to *me* as soon as *he* finished *his* outline. (*He* and *his* are used instead of repetitions of *Dr. Hart*; *me*, instead of the name of the speaker.)

**Make the Pronoun Agree with Its Antecedent.** The form of a pronoun is governed by its antecedent. The antecedent is the word for which the pronoun stands. To make sure of the correct pronoun, think of the noun for which the pronoun

stands. Make the pronoun agree with the noun in person (first, second, or third), in number (singular or plural), and in gender (masculine, feminine, or neuter).

Dr. Hart promises that *he* will make a report when *he* has finished *his* conference.

The antecedent of *he* and *his* is *Dr. Hart*. *Dr. Hart* is the noun that would have to be repeated if there were no pronouns. *He* and *his* are in the third person, singular number, masculine gender, agreeing with *Dr. Hart*.

**Nominative, Objective, and Possessive Forms of the Pronoun.** It will pay you to memorize the following forms of pronouns.

Nominative: I, we, you, he, she, it, they, who.

Objective: me, us, you, him, her, it, them, whom.

Possessive: my, mine, our, ours, your, yours, his, her, hers, its, their, theirs, whose.

When the pronoun is the subject of the sentence, use the nominative form.\* When the pronoun is the object of a transitive verb or of a preposition, use the objective form. When the pronoun indicates possession, use the possessive form. When the pronoun completes the meaning of a connective verb (some form of the verb *to be*), use the nominative form.

Subject: *We* shall arrive tomorrow. *They* will come too.

Object of a transitive verb: We invited *them*.

Object of a preposition: The letter came from *them*.

Possessive: He will get *his* Christmas bonus Saturday.

Possessive: The two divisions merged *their* efforts.

Subject: *He* was the one *who* headed the committee.

Object: The man *whom* he introduced was Mr. Carey.

Possessive: The man *whose* name you heard was Mr. Carey.

After the verb *to be*: It was *he*. Who are *they*?

**Antecedents Connected by *And*.** When the pronoun represents two or more antecedents in the singular connected by *and*, the pronoun must be plural.

\* The one exception: a pronoun following the infinitive *to be* or *to have been* agrees in case with the noun or pronoun preceding the infinitive. "I know *you* to be *him* who presented the gift."

The recorder and the treasurer made *their* statements. (Note that the article *the* is repeated.)

When, however, the antecedents are different names for the same person or thing, the pronoun is singular.

The famous author and lecturer made *his* visit today. (The article *the* is not repeated.)

When two or more antecedents connected by *and* are preceded by *each*, *every*, or *no*, the pronoun must be singular.

Every minute and every second has *its* duties.

**Antecedents Connected by *Or* or *Nor*.** A pronoun with two or more antecedents in the singular, connected by *or* or *nor*, must be singular.

Neither Greene nor Brown read *his* report.

When one of the antecedents is plural, it should be placed last, and the pronoun should be plural.

Neither the guide nor his followers reached *their* goal.

**Antecedents in Common Gender.** When the antecedent requires a common gender pronoun, the masculine *he*, *his*, or *him* is used.

Every man and woman in this company is urged to give *his* loyal support to this project. [*His* indicates common gender. Use some form of the pronoun *he* when referring to both sexes. Avoid the somewhat awkward *he or she*, *his or hers*, *him or her*, except in legal documents, in which this use may be necessary to indicate the proper distinction.]

**Collective Nouns as Antecedents.** What has been said earlier about a collective noun and a verb applies also to a pronoun of which the collective noun is the antecedent. The pronoun in such a case must agree with the antecedent in number, which is indicated by the sense of the sentence.

If the antecedent of a pronoun is a collective noun conveying the idea of unity, the pronoun should be singular.

The company published *its* new catalog this week.

The army has announced *its* training program.

The committee is ready to make *its* report.

The firm enters *its* tenth year next month.

If the antecedent is a collective noun conveying the idea of the plural, the pronoun should be plural.

The office staff and *their* families have been invited.

Whether the antecedent expresses the singular or the plural is determined from the evidently intended meaning of the entire sentence.

In expressions like *one of the people who*, *one of the things that*, *one of the men who*, the relative pronoun refers, not to *one*, but to the plural object of *of*.

He is one of those people who keep rigidly at the task. (Not "who keeps . . .")

The words *kind*, *sort*, *type*, *class*, etc., are singular and should be modified by a singular demonstrative pronoun. Demonstrative pronouns are *this*, *that* (singular), *these*, *those* (plural).

Right: He likes *this* kind of pencil better than *that* kind.

Wrong: He likes *these* kind of pencils better than *those* kind.

Right: He likes *these* kinds of pencils better than *those* kinds.

**Verbal Nouns Call for the Possessive Case.** The word governing a verbal noun should be in the possessive case. Distinguish carefully between a verbal noun and a participle (see page 17). The noun or pronoun preceding the participle is not possessive. Compare the following sentences:

Right: He does not object to *my* dictating the letter.

Wrong: He does not object to *me* dictating the letter.

Right: They will approve *his* going to the convention.

Wrong: They will approve *him* going to the convention.

**Do Not Use *You* for *One*.** Avoid the error of using *you* instead of *one* for general or indefinite reference.

*One* (not *you*) must not judge without adequate proof.

*One* (not *you*) should make definite progress each day.

**Using the Word *One* as Antecedent.** The word *one* is obviously singular, and any pronoun of which *one* is the antecedent must also be singular.

Right: *One* should make some progress in *his* work each day.

Wrong: *One* should make some progress in *their* work each day.

**How to Use *Its* and *It's*.** Personal pronouns in the possessive case do *not* require the apostrophe. *Its* is the correct possessive form of the personal pronoun. *It's* is the contraction for *it is*. Master this difference *now* and you will save yourself much embarrassment later.

Right: The company has moved into *its* new building.

Wrong: The company has moved into *it's* new building.

**How to Use the "Indefinite *It*."** The "indefinite *it*" is a type of expression that has won its way into our language through sheer usefulness.

*It* is a warm day.

*It* is a good idea to get these orders out.

*It* is easy to believe that.

*It* is evident Jackson will be elected.

*It* is reported that he will arrive today.

*It* appears that business is good.

In most such expressions *it* is the grammatical subject of a verb of which the logical subject is the following noun, infinitive phrase, or clause. The pronoun *it* merely anticipates the real or logical subject of the verb. The real subjects appear thus:

The day is warm.

To get these orders out is a good idea.

To believe that is easy.

That Jackson will be elected is evident.

That he will arrive today is reported.

That business is good appears to be true.

Constructions like the latter are permissible, but if used too often they sound stilted and superformal. The "indefinite *it*" construction is more natural.

**Pronoun Control Is One Index to Language Accuracy.** Certain "corners" of our language are treacherous to careless people. In one of these corners are pronouns. No one in business can afford to juggle pronouns and let errors slip through. If he does, he creates an impression of slipshod carelessness that no amount of painful perfection elsewhere can offset. Train yourself in pronoun control.

## PROBLEMS

1. Prepare a list of the pronoun or pronouns used in each sentence.

- (1) If we make a mistake in filling an order, we are glad to correct it.
- (2) Each employee of the company is encouraged to submit worth-while suggestions that occur to him.
- (3) If you can do the work, we wish you would go ahead with it.
- (4) Each student has his choice of the desk he wishes to use during the school year.
- (5) The officer whom he praised was noted for his bravery.
- (6) Their efforts were assured of success because of the co-operation of the men who worked as a team.
- (7) The book was not mine; it belonged to my brother.
- (8) These are the orders about which you asked.
- (9) We are glad to know that they will bring their reports with them.
- (10) My books cannot be confused with theirs because mine have my name written in them on the flyleaf.

2. Each of the following sentences contains two pronouns in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper write the correct pronoun to be used in each sentence.

- (1) The secretary and the treasurer signed (*his, their*) letters immediately after lunch.
- (2) The noted explorer and author came to the city to lecture on (*his, their*) books.
- (3) Every man and every woman must fulfill (*his, their*) obligation to vote.
- (4) Neither the scout leader nor his scouts pitched (*his, their*) own tents.
- (5) The firm invited (*its, their*) office staff and (*its, their*) wives to attend the picnic.
- (6) The board of directors and (*its, their*) secretaries were delayed by the reading of the long report.
- (7) He is one of those students (*who, whom*) the principal praised.
- (8) The stenographer prefers (*this, these*) kind of notebook.
- (9) Neither Robert nor James handed in (*his, their*) report.
- (10) Each boy and each girl is asked to keep a record of the time (*he, they*) must spend on outside study.

3. Each of the following sentences contains two or more pronouns in parentheses, only one of which may be used cor-

rectly in the sentence. On a separate sheet of paper write the correct pronoun or pronouns to be used in each sentence.

- (1) He does not approve of (*me, my*) answering that letter in this way.
- (2) It is wise for (*one, you*) to budget (*his, your*) money.
- (3) If you see the president or the treasurer, please call (*his, their*) attention to this.
- (4) The packages, as well as the letter, found (*its, their*) way to the Dead Letter Office.
- (5) The jury could not come to (*its, their*) decision quickly.
- (6) Each man thought (*his, their*) suggestion to be most worth while.
- (7) The company has remodeled (*it's, its, their*) building.
- (8) (*One, You*) should not jump to conclusions.
- (9) I do not approve of (*you, your*) taking such a liberty.
- (10) The navy has submitted (*its, their*) requirements to the board.

4. Each of the following sentences contains two or more pronouns in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper write the number of each sentence and the correct pronoun or pronouns to be used in each sentence.

- (1) Every pen and every pencil must be put in (*its, their*) place.
- (2) Each teacher and each pupil did (*his, their*) duty.
- (3) Letter writing, in addition to grammar, should have (*its, their*) place in every school.
- (4) Do you know the names of those (*who, whom*) should be called?
- (5) We will notify (*whoever, whomever*) you wish.
- (6) Neither the butcher nor the grocer has issued (*his, their*) advertisements.
- (7) We sold the bookcases to the dealers (*who, whom*) we thought would pay most promptly.
- (8) They asked (*who, whom*) the visitor was.
- (9) They thought it was (*she, her*) whom we expected to meet at the train.
- (10) If you were (*he, him*), would you accept the nomination?
- (11) They told Mary and (*I, me*) about the appointment.
- (12) Is it (*he, him*) whom you wish to see?
- (13) The man (*who, whom*) we saw at the store is the person who told John and (*I, me*) about the work.
- (14) There is no reason for (*their, them, they*) taking that attitude in the matter.
- (15) Is there any possibility of (*you, your*) being held responsible for the error?

## SECTION 7

### ADJECTIVES, THE PICTUREMAKERS

**Control of Adjectives Adds Business Force.** The experience of thousands of business people who have gone through their basic training and progressed in due course to executive levels proves that we need to gain control over certain elements of grammar, which in this book we have called the tools of business expression. Among these tools are nouns, verbs, and adjectives, without a knowledge of which we are virtually helpless in the business office.

Adjectives create pictures. Anyone who has recently passed a newsstand will be aware of the huge popularity now enjoyed by the picture magazines, a development supporting the accepted belief that the eye is one of the quicker channels to the brain. This truth gained recognition thousands of years ago. Down the dim corridors of time has come the oft-quoted saying of the Chinese philosopher, "A picture is worth ten thousand words." Adjectives are picturemakers.

**Adjectives Spur Interest and Yield Picture Power.** Choice of adjectives has often been found to add power and interest to the written word and to add force and entertainment to the spoken word. Adjectives make definite the meanings of nouns in such a way as to make the picture carried to the mind of the reader or the hearer match, point for point, the picture in the mind of the writer or the speaker.

**Special Problems in Regard to Adjectives.** The few special problems connected with adjectives can be mastered quickly. Adjectives are words used to modify nouns or pronouns and to describe the persons, places, or things named by them.

A *compound adjective* is a modifying word made by joining two or more words that are ordinarily used by themselves. The two or more words that make up a compound adjective used before the noun modified are joined by a hyphen. If the compound adjective is used after the noun, the hyphen is not used.

The *well-known* author sent him an autographed copy of his book.

The author of that book is *well known*.

That vase is made of *hand-blown* glass.

The glass in that vase is *hand blown*.

In a few compound adjectives the hyphen may be omitted, and the adjectives may be written as one word.

*everlasting* benefit

*lifelike* image

The singular form of the noun is used when the compound is a number written before a noun indicating distance, quantity, or the like.

*eighteen-foot* broad jump

*two-story* building

*fourteen-foot* pole vault

*four-year* course

A hyphen is used in numbers like those in the following examples.

*thirty-nine* steps

*seventy-seven* stories

A hyphen is used in fractions written in words only when the fractions are used as adjectives. A hyphen is not used when a fraction is used as a noun or when a fraction, used as an adjective, contains a hyphen in either of its parts.

*Adjective*

*Noun*

*Adjective with  
Hyphen in a Part*

the *two-thirds* rule

one half

a *one twenty-fifth* portion

a *one-fifth* share

three fourths

a *five thirty-sixths* share

A hyphen is not used when a compound adjective consists of an adverb ending in *ly* and an adjective or a participle.

*fairly* good reproduction

*widely* known lecturer

**Comparison: Fitting Adjectives to Your Meaning.** An adjective suggests a quality of the object modified. To make the adjective fit the meaning closely, it is possible to change its form to express a greater degree and a greatest degree of this quality.

The Rolls-Royce is a *fast* car.

The Rolls-Royce is *faster* than the Renault.

The Rolls-Royce is the *fastest* car in England.

Use the *comparative* degree to compare two objects. Form it by adding *r* or *er* to simple adjectives of one syllable and to

a few of two syllables: fast, faster; strong, stronger; angry, angrier; handsome, handsomer. To form the comparative of most adjectives of more than one syllable, prefix the word *more* (or *less*) to the simple (positive) adjective: trustworthy, *more* trustworthy; expensive, *less* expensive.

Use the *superlative* degree to compare three or more objects. Form it by adding *est* to adjectives of one syllable and to a few of two syllables: fast, *fastest*; angry, *angriest*. To form the superlative of most adjectives of more than one syllable, prefix the word *most* (or *least*) to the simple adjective: effective, *most* effective; variable, *least* variable.

**Irregular Comparisons.** Note the irregularity in the comparison of the following common adjectives:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad [ill, evil]	worse	worst
much	more	most
little	less	least
many	more	most
far	farther	farthest

**Numbers as Adjectives.** Numbers used as adjectives are written in words when they can be expressed in one or, at most, two words: The president serves a term of *four* years, or *forty-eight* months. Higher numbers carried out to exact units should be written in figures: The counters recorded 4,823 subscribers. In a series of numbers follow one plan consistently.\*

**Correct Use of the Articles *A*, *An*, *The*.** *A* and *an* are indefinite articles used to limit a noun to any one thing of a particular class: *a* letter, *an* address. *The* is the definite article, so named because it selects a definite individual or object from a particular class: *the* man who issues *the* order. Use *a* before nouns beginning with a consonant sound: *a* dividend, *a* corporation. Use *an* before words beginning with a vowel sound: *an* issue, *an* order.

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\* For a comprehensive guide to the correct expression of numbers in business letters, reports, and related forms of communication, see pages 106 to 110.

**When to Use *A*, *An*, and *The* in the Titles of Books, Periodicals, and the Like.** When you use the titles of books, newspapers, periodicals, pamphlets, documents, reports, proceedings, or the like, consult the following rules:

(1) If the title of a book or other single literary, musical, or artistic work begins with one of the articles, *A*, *An*, or *The*, write this word as part of the title, which is underlined when typewritten and italicized when printed.

Right: Be sure to read Harry Scherman's *The Promises Men Live By* and Walter Lippmann's *A Preface to Morals*.

Wrong: Be sure to read Harry Scherman's *Promises Men Live By* and Walter Lippmann's *Preface to Morals*.

(2) Do not include *A*, *An*, or *The* in the name of a newspaper or other periodical, or pamphlet, document, report, proceeding, leaflet, or the like. Thus, in writing the name of a newspaper or other periodical, do not capitalize and italicize *a* *the* limiting the noun of the title, even if it is part of the title.

Right: Our business library has a complete file of the *Century Magazine* and the *Capital Post-Gazette*.

Wrong: Our business library has a complete file of *The Century Magazine* and *The Capital Post-Gazette*.

**Special Adjective Groups.** There are three groups of adjectives that deserve special attention.

***This*, *That*, *These*, *Those*.** *This* and *that* are the only adjectives that have a plural form. The plural forms *these* and *those* must be used with plural nouns. *Those kind* is incorrect; *that kind* or *those kinds* should be used. *Them* is not an adjective and should not be used to modify a noun.

***Either*, *Neither*.** *Either* or *neither* refers to one of two. *Either* should be used correlatively with *or*; *neither*, with *nor*.

The words *either* and *neither*, like the words *this*, *that*, *these*, and *those*, are adjectives when they are used with nouns. But they are pronouns when they stand alone.

***First*, *Last*.** The words *first* and *last* when used with adjectives that express number are placed before the adjectives; as, the *first two* sections; *the last seven* chapters.

## PROBLEMS

1. Some of the adjectives in the following sentences require hyphens. Prepare a list of such adjectives, inserting the correct hyphens.

- (1) The manufacturer of that widely used product is a well known industrialist.
- (2) We are willing to accept a two month note for one third of the amount due.
- (3) The two story apartment contained eight three room suites.
- (4) The work was completed in a hit and miss fashion.
- (5) The ten dollar saving made the purchase worth while.
- (6) The son received only a one sixth share of his father's estate.
- (7) Our direct from factory prices enable you to save at least one third on this item.
- (8) For twenty two years the doctor served this out of the way community.
- (9) The first class materials are thoroughly inspected before they are sent out by the company.
- (10) Three fourths of the class missed the well written problem.

2. Indicate the degree of comparison of each of the italicized adjectives in the following sentences.

- (1) This newspaper has a *larger* circulation than any other newspaper in the country.
- (2) This apartment building is the *most modern* structure that we have ever built.
- (3) This item is the *least desirable* purchase in the store.
- (4) The new desk is *better* than the old one in every respect.
- (5) The older girl is *prettier* than the younger girl, but the younger girl is the *smartest* child in her class.
- (6) The fruit was the *best* on the market, but it was also the *most expensive*.
- (7) She is *less regular* in her attendance, but she is *more faithful* in doing the work.
- (8) He had the *best* chance to succeed because he was willing to do the *most* work.
- (9) Of all the applicants for the job, he was the *least likely* to be employed.
- (10) This trip will provide a *better* vacation because the resort is *farther* from home.

3. Each of the following sentences contains at least one mistake. Rewrite the sentences in correct form.

- (1) The newspaper that he reads regularly is *The Cincinnati News Review*.
- (2) An union was organized in the newly-built factory.

- (3) Those kind of people usually do not succeed.
- (4) The *Boston Inquirer* is widely-read throughout Massachusetts.
- (5) Neither the girl or the boy was able to answer the problem.
- (6) The three first chapters were the most interesting in the book.
- (7) The one third interest in the property belonged to these man and woman.
- (8) Either of the three men will be hired to fill the vacancy.
- (9) Which of them kinds of notebooks do you wish to buy?
- (10) Neither of the three students is able to work the two first problems.

4. Each of the following sentences contains at least one mistake. Rewrite the sentences in correct form.

- (1) The plot in the well known book is poorly-developed.
- (2) The puppets, though small, were life-like.
- (3) The two-feet rule was the least desirable rule for this purpose.
- (4) Only fourteen of the twenty one stores in the block were well-lighted.
- (5) The builder's home was the best and most prettiest he had ever constructed.
- (6) The man was more handsomer than his photograph indicated.
- (7) The survey covered twenty-one districts and three hundred sixty-five opinions; it required thirteen pages to type.
- (8) Those kind of reports are difficult to analyze.
- (9) Neither of the three children was able to fulfill the requirements.
- (10) The two last pages of the report had to be retyped.

## REVIEW

Most of the following sentences contain one or more errors. Rewrite all of the sentences in which there are errors; correct all errors.

- (1) The man whom he saw was the new employee.
- (2) The president and the vice-president submitted his reports to the board.
- (3) The Ohio Window-Washing company paid their employees satisfactory wages.
- (4) Every boy and every girl in the class are asked to give their support to this project.
- (5) If it was not against the policy of this organization, we could hire the man who he recommended to finish this job.

- (6) The company commended it's employees on their skillfully-performed work.
- (7) These kind of pencils are the best on the market.
- (8) Of the two men, he was by far the handsomest.
- (9) The two first chapters and the three last chapters were the entertainingest in the book.
- (10) The history Professor told the students that you should not jump to conclusions when you do not have sufficient data on which to base an opinion.
- (11) Doctor White is one of those teachers who praises his students for well prepared assignments.
- (12) Neither Adams nor Crane changed his opinion after hearing about Smith resigning.
- (13) Neither the leader nor his followers tried to exactly retrace his steps.
- (14) The committee placed it's notice in *The Cincinnati Evening News*.
- (15) One fourth of the estate was give to the child.
- (16) It was him who I asked to do the work.
- (17) The office staff was inconvenienced by his leaving his position.
- (18) Dr. White, as well as his patients, were wrote up in the newspaper as a result of the experiment.
- (19) The fifteen story building was erected by the well known contractor.
- (20) The office was located in the newly-built structure at the Southwest corner of Tenth avenue and Race street.
- (21) The laying of the cornerstone of St. Paul's church will take place on Sunday, October 3, at four thirty o'clock.
- (22) Either the man, his wife, or his son must attend the welfare meeting at Warren hall.
- (23) Nora is one of the students who was given that special honor.
- (24) When the votes were counted, they found that the leading candidate received twenty thousand three hundred and 2 votes.
- (25) Them taking the matter into their own hands brought forth the disapproval of the principal and the student body.
- (26) It was them who caused the disturbance.
- (27) The president or the sales manager are the person to handle this matter.
- (28) Because she was judged the prettier of the three children, she shall receive the prize.
- (29) These kind of awards always please the children to whom they are given.
- (30) The group decided to name their club Busy bees of Springfield.

## SECTION 8

### ADVERBS

**Controlling Adverbs.** Adverbs make up one group of words that, with other groups, add descriptive force and contribute accurate shades of meaning not otherwise obtainable.

**Special Problems in Regard to Adverbs.** Adverbs modify and make definite the meaning of verbs, just as adjectives modify and make definite the meaning of nouns. Adverbs may also modify and make definite the meaning of adjectives and other adverbs.

Adverb modifying a verb: He cabled us *immediately* after the contract was signed. [Tells when.]

He *easily* obtained that order. [Tells how.]

He was *fully* prepared. [Tells how much.]

Adverb modifying an adjective: Quotations reached *exceptionally* high levels.

It is *almost* impossible to obtain an interview.

Adverb modifying another adverb: The matter was *quite* thoroughly discussed. But when the motion was put to a vote, it was *very* promptly defeated.

Note that adverbs answer the questions "When?" "Where?" "How?" "How much?" Note, again, that *adverbs may be used to modify verbs, adjectives, or other adverbs.*

**When to Use *ly*.** Manner adverbs, telling how actions take place, usually end in *ly*: *constantly, completely, thoroughly, effectively*. Such adverbs modify only verbs of action. Note carefully that sense verbs—*look, sound, smell, taste, feel*—and connective verbs—*be, seem, appear, become*—are followed by adjectives and may not be modified by *ly* (manner) adverbs.

Right: He *clearly* explained how the improvement *effectively* prevents unnecessary wear.

Right: He finished the job *satisfactorily*.

Wrong: He finished the job *satisfactory*.

Right: The agreement sounded *satisfactory* to me.

Wrong: The agreement sounded *satisfactorily* to me.

All too common is the error of using an adjective where an adverb should be used. Learn the difference in form and in use between these words:

<i>Adjectives</i>	<i>Adverbs</i>
good	well*
real	very
fine	finely
satisfactory	satisfactorily

These words are much used in dictation. Study these examples:

- Right: The letter sounds *good* to me.
- Right: He dictates his letters *well*.
- Right: He dictates *good* letters.
- Right: He dictates letters of *real* quality.
- Right: He dictates *very* good letters.
- Right: The work on that map is *fine*.
- Right: The lines on that map are *finely* drawn.

**Real and Very: A Special Note.** *Real* is an adjective of quality. *Very* is an adverb of degree. *Real* may be used to modify a noun; *very*, to modify an adjective or an adverb.

Right: He is a workman of *real* skill. [Adjective modifying a noun.]

Right: The light is *very* bright. [Adverb modifying an adjective.]

Right: He spoke *very* slowly. [Adverb modifying an adverb.]

Wrong: She is a *real* good typist. He is a *real* good speaker. His speech was *real* good. [Adjectives incorrectly modifying other adjectives.]

**Comparison: Fitting Adverbs to Your Meaning.** Most adverbs are compared by prefixing the word *more* (or *less*) or the word *most* (or *least*) to them: *more* effectively, *least* thoroughly. A few add *er* or *est* to the simple form (as, often, oftener, oftenest); but the preference is to use *more* and *most* (as, *more* often, *most* often). A few adverbs are compared irregularly: *well*, *better*, *best*; *far*, *farther*, *farthest*.

**Where to Put Adverbs.** Place the adverb where it will most clearly show the meaning you intend. Modifiers should be put

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\* *Well* may also be used as an adjective in the sense of *enjoying health*.

close to the words they modify. Hence an adverb should ordinarily be placed near the adjective, the adverb, or the verb it modifies. Use care in handling the adverbs *only*, *too*, *also*, *merely*. See page 120 for illustrative sentences showing how the meaning changes with the shift of the modifier *only*.

## PROBLEMS

1. In the following sentences certain phrases are italicized. On a separate sheet of paper write one adverb as a substitute for each italicized phrase.

- (1) The cash is checked *every day*.
- (2) He packed the order *with care*.
- (3) The lecturer brought out his points *in a logical manner*.
- (4) The expenses of operation have increased *to a considerable extent*.
- (5) On the way to school the student lost the book *by accident*.
- (6) He is interested in the project *in a financial way*.
- (7) They spoke *with frankness* to each other.
- (8) The factory has been located *in that place* for many years.
- (9) The teacher spoke *with firmness* to the student.
- (10) He looked upon the applicant *with favor*.

2. Each of the following sentences contains two words in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper write the number of each sentence and the correct word to be used in each sentence.

- (1) The visit was a (*real, very*) pleasant one.
- (2) He writes (*good, well*) for a beginner.
- (3) The work has progressed (*satisfactory, satisfactorily*).
- (4) The report looks (*good, well*).
- (5) The woman looked (*good, well*) in her new suit.
- (6) It is (*easy, easily*) seen how he accomplished so much.
- (7) It was (*real, really*) thoughtful of you to tell us the news.
- (8) We could (*scarce, scarcely*) do anything to ward off the danger.
- (9) It is (*most, almost*) impossible to handle this situation to everyone's satisfaction.
- (10) This year sales have reached (*exceptional, exceptionally*) high levels.

3. At the end of each of the following sentences an adjective appears in parentheses. On a separate sheet of paper write the adjective or the adverbial form of the adjective that is required in the sentence.

- (1) The work turned in by the student is \_\_\_\_\_ satisfactory. (*fair*)
- (2) She looked \_\_\_\_\_ within a short time after her operation. (*fine*)
- (3) \_\_\_\_\_ this answer is incorrect. (*obvious*)
- (4) If the report does not bring out the information \_\_\_\_\_, please let me know. (*clear*)
- (5) The orchestra sounded \_\_\_\_\_ after the evening's practice. (*good*)
- (6) The new calculating machine operates \_\_\_\_\_. (*smooth*)
- (7) The perfume smelled \_\_\_\_\_. (*nice*)
- (8) The cream tasted \_\_\_\_\_. (*sour*)
- (9) The totals of the columns checked \_\_\_\_\_. (*exact*)
- (10) The merchandise was \_\_\_\_\_ displayed in the case. (*attractive*)
- (11) The baby has learned to speak quite \_\_\_\_\_. (*plain*)
- (12) The executive was known to dictate \_\_\_\_\_. (*rapid*)
- (13) The salesman has been \_\_\_\_\_ successful in this selling campaign. (*extraordinary*)
- (14) The man was recommended \_\_\_\_\_ for this position. (*high*)
- (15) The material felt \_\_\_\_\_ to the touch. (*soft*)

4. Each of the following sentences contains at least one error. Rewrite the sentences; correct all errors.

- (1) The patient responded very good to the treatments.
- (2) He performed the job easy and quick.
- (3) His explanation of the mistake sounded plausibly to me.
- (4) The answer to the complaint was taken care of prompt by the manager of the department.
- (5) The store was real anxious to please the customer.
- (6) The sales report seemed satisfactorily to the president.
- (7) Mary is more prettier than her sister.
- (8) The lines in the sketch were fine drawn.
- (9) The sales volume reached an unusual high peak.
- (10) After the course the girl typed quite good and accurate.

## SECTION 9

### PREPOSITIONS AND CONJUNCTIONS, THE BUSINESS COUPLERS

**Special Problems in Regard to Prepositions.** Business would find it just as awkward to get along without prepositions and conjunctions as without pronouns. How prepositions and conjunctions make expression easier is seldom realized until we try to compose a few sentences without them. Let us take, for example, a sentence from an informal business memorandum, striking out every preposition and conjunction and leaving as substitutes nothing but empty parentheses. At the left is shown how the memorandum would look; at the right, how it should look.

#### *Stripped of Connectives*

He presented this proposal ( )  
me ( ) the last meeting ( ) the  
board, ( ) that time was not,  
( ) my opinion, a favorable mo-  
ment ( ) its consideration.

#### *With Connectives*

He presented this proposal to  
me at the last meeting of the  
board, but that time was not, in  
my opinion, a favorable moment  
for its consideration.

When ideas are closely related, it is often desirable to combine them. For this purpose connecting words are needed. The awkwardness of trying to get along without connectives is evident.

**Prepositions Are Words That Connect.** A preposition is a word used to connect a following noun or pronoun to some other word or element in the sentence. In making the connection, the preposition also indicates the relation: "*to me at the last meeting of the board.*" The preposition is followed by its object, which is a noun or a pronoun or an expression so used: "*to me at the last meeting of the board.*" To identify the object of a preposition, put the question "What?" or "Whom?" after the preposition. To whom? To *me*. At what? At the *meeting*. Of what? Of the *board*.

A prepositional phrase is a group of words formed by a preposition and its object. Example: *To me*. When a pronoun follows a preposition, it must be put in the objective case.

**Prepositions Most Commonly Used.** The following prepositions are the principal ones in business:

aboard	behind	for	to
about	below	from	toward
above	beneath	in	under
across	beside	into	underneath
after	between	of	until
against	beyond	on	up
along	but [except]	over	upon
amid	by	past	with
among	concerning	round	within
around	down	through	without
at	during	throughout	
before	except	till	

**Phrase Prepositions.** Certain prepositions are made up of two or more words; hence they are called phrase prepositions.

apart from	contrary to	in regard to
as for	devoid of	instead of
as regards	from beyond	on account of
as to	in place of	to the extent of
by way of	in reference to	with respect to

**Special Problems in Regard to Conjunctions.** Conjunctions are words used to connect words, phrases, or clauses.

The letter *and* the envelope. [Connects words.]

The broadcast will come from Chicago *or* from New York. [Connects phrases.]

Business is improving, *but* the process is slow. [Connects clauses.]

**Co-ordinate Conjunctions.** A co-ordinate conjunction joins elements of the same rank or grammatical relation.

Bonds *and* mortgages are widely used for investment. [Compound subject.]

Businessmen buy *and* sell them often. [Compound verb.]

Clauses holding the same rank in the sentence are joined by a co-ordinate conjunction.

Business improves, *but* the progress is slow.

The word *but* connects two independent clauses. Neither clause is dependent upon the other for its meaning.

The principal co-ordinate conjunctions are:

and	consequently	now
but	either—or	otherwise
for	furthermore	so
neither	hence	so that
nor	however	still
or	likewise	then
———	moreover	therefore
accordingly	neither—nor	thus
as well as	nevertheless	whether—or
besides	not only—but also	yet
both—and	notwithstanding	

Use a comma to separate independent clauses in pairs or in a series joined by one of the pure conjunctions listed above (*and, but, for, neither, nor, or*). Use a semicolon, however, between independent clauses joined by a conjunction that indicates a greater change of thought than is indicated by the pure conjunctions. Typical of such conjunctions are *consequently, hence, moreover, nevertheless*.

Sales volume is increasing; *nevertheless* costs are rising.

**Subordinate Conjunctions.** A subordinate conjunction joins a subordinate clause to some word in the principal clause; as, You work *in order that* you may earn. *In order that* joins the subordinate clause, *you may earn*, with *work* in the principal clause. *Work* leads to the use of the subordinate clause. The subordinate clause is dependent upon *work* for its meaning and clearness.

The principal subordinate conjunctions are:

after	inasmuch as	though
although	lest	till
as	on condition that	unless
as soon as	provided	until
because	since	when
before	so that	where
if	supposing (colloquial)	whereas
in case that	than	whether—or
in order that	that	while

**Guard against These Errors.** Errors may arise from the choice of conjunctions not used in the correct idiomatic manner, or by the introduction of needless or redundant conjunctions.

No one can doubt *that* (not *but that* or *but what*) he is influential.

He will try *to* (not *and*) use every chance to study.

Seldom, *if* (not *or*) ever, should that rule be waived.

No one can deny *that* (not *but*) she has tried hard to succeed.

She had scarcely entered the door *when* (not *but*) the storm broke.

The book was sent to 303 Lexington Avenue, *which* (not *and which*) was the correct address.

**How Connectives Control Phrases and Clauses.** A *phrase* is a group of closely related words *not* containing a subject and a predicate. Phrases are introduced by prepositions, participles, or infinitives.

A *clause* is a part of a sentence that contains a subject and a predicate. Clauses are connected with other parts of the sentence by conjunctions or relative pronouns.

A clause contains a verb; a phrase does not. A clause (that is, an independent clause) makes sense in itself; a phrase asserts nothing.

Independent Clause: *The letter has been written.*

Subordinate Clause: *When the letter has been written, please let me see it.*

Phrase: *To write the letter, I shall need a machine.*

**Correlative Conjunctions.** Correlative conjunctions are conjunctions used in pairs, the first of the pair introducing and the second connecting the elements. The principal correlatives are:

Both—and: This lesson requires *both* copy *and* layout.

Either—or: Let me have *either* the pencil *or* the pen.

Neither—nor: He has *neither* telephoned *nor* telegraphed.

Whether—or: They are not sure *whether* they will earn the dividend *or* fall short.

Not only—but also: He is *not only* president *but also* treasurer.

Place correlatives *just before* the words or the phrases connected.

**Like and As.** *Like* is a preposition and introduces a phrase. *As* is a conjunction and joins clauses. The preposition *like* may trick you unless you learn now how to use it.

- Right: Her sister looks just *like* her.  
Right: It looks *as* if they will come.  
Wrong: It looks *like* they will come.  
Right: He writes his letters *as* you write yours.  
Wrong: He writes his letters just *like* you write yours.  
Right: He studies just *as* if he were a machine.  
Wrong: He studies just *like* he was a machine.

**Provided and Providing.** *Provided* may be used as a conjunction. *Providing* is a present participle and *must not* be used as a conjunction.

- Right: He will study the lesson *provided* he can find his book.  
Wrong: He will study the lesson *providing* he can find his book.  
Right: *Provided* he can arrive in time, he will be glad to speak.  
Wrong: *Providing* he can arrive in time, he will speak.

**As-As and So-As.** Where equality is stated, use *as-as*; where a negative comparison is made, use *so-as*.

- Classes are *as* large this year *as* they were last year.  
The cost was *not so* great *as* was estimated.

**Except, Without, Unless, and But.** *Except* and *without* are prepositions and introduce phrases. They are followed by the objective case. *Unless* is a conjunction and joins clauses. *But* may be either a preposition or a conjunction, depending upon its use in a sentence. As a preposition it is followed by the objective case.

- They are all going *except her*.  
No decision can be made *without him*.  
They cannot leave *unless they* get a pass.  
Everyone has left the building *but him*.

## PROBLEMS

1. Make a list of the co-ordinate conjunctions and the subordinate conjunctions in the following sentences. Use two column headings—"Co-ordinate Conjunctions" and "Subordinate Conjunctions." Write the sentence numbers at the left and list the conjunctions in the proper columns.

- (1) Typewriters and calculating machines are commonly used in offices.
- (2) As the sales of the business increased, the profits increased in proportion.

- (3) Although the weather turned cool, the picnic was not called off.
- (4) Either the father or the mother of this student must go to see the principal.
- (5) The report was finished on time, but the comptroller was unable to use it.
- (6) The pencils, as well as the notebooks, were misplaced.
- (7) He ordered the stove to be installed; however, the order was canceled.
- (8) The order was interpreted promptly; moreover, it was filled promptly.
- (9) The books will be shipped as soon as they are received from the printer.
- (10) He hired an additional employee in order that the work might be lightened for the office force.
- (11) When the boy started to work, his salary was quite low.
- (12) Both the pictures and the proofs were sent to the customer.
- (13) Whether it stays cool or turns hot, the company outing will not be canceled.
- (14) They will take the trip provided they can get accommodations at the hotel.
- (15) The meeting was called while the representatives were in town.

2. Each of the following sentences contains two words in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper write the number of each sentence and the correct word to be used in each sentence.

- (1) I do not doubt (*that, but*) he can do the work.
- (2) It is seldom, (*if, or*) ever, wise to delay answering business communications.
- (3) He will attend the conference (*provided, providing*) his work is not too pressing.
- (4) The expenses were not (*as, so*) great as expected.
- (5) They cannot continue in business (*except, unless*) they increase their sales volume.
- (6) He provides information to the employees just (*as, like*) they need it.
- (7) Neither the letter (*or, nor*) the package has arrived.
- (8) We did not see him (*unless, until*) he returned from the convention.
- (9) Mary paid for the purchase (*except, while*) Jane waited for her at the door.
- (10) (*When, While*) a payment is to be made by letter, it is wise to send a check or a money order.

- (11) Courtesy is important, (*but, since*) it alone will not insure success.
- (12) Mr. Johns attended the board meeting; (*moreover, nevertheless*) he took important papers with him.
- (13) Please carry out your instructions (*as, like*) you were requested.
- (14) (*Except, Unless*) an order is accompanied by a check, the order cannot be filled.
- (15) The enrollment at the school is not (*as, so*) large as it was last year.

3. Each of the following sentences contains two words in parentheses, only one of which may be used correctly in the sentence. On a separate sheet of paper write the number of each sentence and the correct word to be used in each sentence.

- (1) The baby looks very much (*as, like*) his older brother.
- (2) We shall change the ruling (*provided, providing*) conditions warrant the change.
- (3) I do not want to read the letter, (*nor, or*) do I want to answer it.
- (4) (*Except, Unless*) you consent, we shall be unable to accomplish our purpose.
- (5) The boys had hardly entered the house (*but, when*) the rain fell in torrents.
- (6) He has neither written (*nor, or*) telephoned me.
- (7) The prices charged for our articles may fluctuate; (*still, whereas*) our overhead remains about the same.
- (8) There is no doubt (*that, but that*) she is highly trained.
- (9) He had hardly come into the office (*before, but*) his telephone rang.
- (10) The employees worked overtime; (*likewise, thus*) they were able to get out all the orders.
- (11) I expect to write the theme; (*hence, yet*) because of my cold, I may be delayed in doing so.
- (12) The bus was delayed by the bad weather; (*hence, moreover*) the passengers were late.
- (13) We will try (*and, to*) fill your order accurately and promptly.
- (14) He is not only treasurer (*but, but also*) secretary.
- (15) The letter has been written, (*and, but*) it has not been mailed.

## REVIEW

Most of the following sentences contain one or more errors. Rewrite all of the sentences in which there are errors. If a sentence is correct, write "Correct" after the sentence number.

- (1) He read the book quick.
- (2) He was real anxious to hear the news about the company opening a branch office.
- (3) Harry laughed hearty at the well told joke.
- (4) I do not doubt but that president Stewart's talk will be well-received by the audience.
- (5) They will try and ship the orders as soon as the items are received from the factory.
- (6) It looks like it will rain before all the group arrives.
- (7) He plans to take the evening train except he receives word from headquarters to indefinitely postpone his trip.
- (8) Sales are as satisfactory this year as they were last year.
- (9) The whistle seemed too loudly for their purposes.
- (10) The officers decided to go providing they could get accommodations at the hotel.
- (11) Harry is an exceptional smart student.
- (12) The speech sounds well to all whom are privileged to hear it.
- (13) Both the president, the secretary, and the treasurer will each receive two copies of the report.
- (14) The matter is quite clearly explained in the folder.
- (15) The department strived to better their record of the preceding year.
- (16) The expenses were not as great as the estimates.
- (17) The six first entries received will be awarded worth while prizes.
- (18) They should work harder if they expect to greatly exceed their last year's production.
- (19) Your book looks just as mine.
- (20) She is one of the students who is eligible to take part in the contest.
- (21) According to the will Mrs. Holmes received one-half of the estate, Robert received one-fourth, and Helen received one-fourth.
- (22) The food tasted well to the guests.
- (23) The widely-spread news was not received good by the people.
- (24) We will send the order providing we receive your assurance that it will be shipped prompt.
- (25) The sudden noise caused the girl typing to be uneven.
- (26) Twenty four years ago the school had its first commencement.
- (27) The program was the most interestingly ever given by that group.
- (28) We doubt but that the receipts will be sufficient to pay the expenses incurred in putting on the program.
- (29) The girl was an unusual beautiful child.
- (30) Seldom, if ever, should a mistake of this kind be excused.

## Unit II

# PUNCTUATION OF EFFECTIVE SENTENCES

### SECTION 1

#### THE EFFECTIVE SENTENCE

**Sentence Control Demanded by Modern Conditions.** Among all business tools, the forceful sentence ranks at the top. Business demands that its sentences have clearness, power, and flexibility. When a sentence swings into action, it becomes the shortest distance between two minds—if it is properly built.

Through tested methods discussed and illustrated in the pages to come, the good business sentence closes agreements, negotiates contracts, presents technical data, and may even sway public opinion. Forceful in its structure, the good business sentence carries a swift-running message with crystal clarity. You, yourself, may create this kind of forceful expression if you master the several techniques of sentence power now to be presented.

**Sentence Power Techniques.** Important as it is to know words and how to mold them into strong sentences, it is perhaps even more vital to know the different types of sentences and how to build them into forceful letters, memorandums, summaries, and reports. After you know the several types by their technical names, you are then in a position to master the techniques of their use. *How to build and use sentences* is the matter of real and final importance.

**Sentences Classified as to Function.** In terms of function—of what it does—a sentence may (1) make a statement, (2) ask a question. (3) express a command.

*Declarative*—makes a statement or an assertion: The price trend is up. Your report needs revision.

*Interrogative*—asks a question: Is the price trend up? Does the report need revising?

*Imperative*—expresses a command or an entreaty: See that the check is in our office by noon tomorrow. By all means try to be there!

**Sentences Classified as to Form and Internal Structure.** By far the quickest and most practical way to learn to use sentences for business purposes is to be able instantly to *recognize their form and internal structure*.

**Recognizing Simple Sentences.** A simple sentence contains one principal clause. This one principal clause may be a statement, a question, or a command.

Statement: Commerce and industry move the world.

Question: How soon can you ship the order?

Command: Send us your check by noon tomorrow.

**Recognizing Compound Sentences.** A compound sentence contains two or more principal clauses joined by one of the pure conjunctions *and, but, for, or, neither, nor*.

The market is strong, *and* prices are steady.

American business continues its long-term expansion, *but* this expansion is now under wiser guidance.

Conditions are satisfactory, *and* they may improve still further.

The main (also called principal or independent) clauses of a compound sentence are joined by co-ordinate conjunctions. In the foregoing examples the co-ordinate conjunctions are italicized.

**Recognizing Complex Sentences.** A complex sentence contains one principal clause and one or more subordinate clauses. Such subordinate clauses are often introduced by words such as *if, unless, since, because, when, after, although, while, and as*.

*Although* the market is strong, prices are steady.

*Although* American business continues its long-term expansion, this expansion is now under wiser guidance.

*Although* conditions are already satisfactory, they may improve still further.

Even *though* they have been slow to accept the truth, industrial leaders have agreed *that* it is wise to gear production more closely to demand *because* this type of manufacturing program tends to prevent oversupply.

Note that these complex sentences are composed of two or more simple sentences, brought together in such a way that one is the main member and the other or others are dependent upon it for their meaning. The main members and the dependent members are all called clauses.

**Recognizing Clauses.** A clause is a subdivision of a sentence containing a subject and a predicate. A *main* clause is one the meaning of which is complete or clear without reference to any other clause.

Main clause: Industrial leaders have agreed.

A *subordinate* clause is one that makes a statement the meaning of which is not clear without reference to the main clause.

Subordinate clauses: Even *though* they have been slow to accept the truth . . . *that* it is wise to gear production more closely to demand *because* this type of manufacturing program tends to prevent oversupply.

Subordinate conjunctions, italicized in the foregoing examples (and also in those illustrating complex sentences above), are used to introduce subordinate clauses.

**Recognizing Phrases.** Phrases are naturally coupled with clauses in this type of language review. Hence this is a logical point at which to define and illustrate phrases. A phrase is a group of related words, without a predicate, used as a part of speech. Examples: of a program; under wiser guidance.

**Classifying Phrases.** It is well to become familiar with the several kinds of phrases so useful in business. There are:

1. *Prepositional phrase*: a group of words formed by a preposition, its object, and often modifiers.
2. *Infinitive phrase*: an infinitive with or without modifiers and an object.
3. *Participial phrase*: a participle and its modifiers, or a participle and its object.
4. *Verbal-noun phrase*: a verbal noun and its modifiers or object.

**Illustrations of the Four Main Types of Phrases.** Review the following illustrations, observing how phrases are used effectively in business sentences. Use these types of phrases in other similar business sentences until you are in control of each type.

- Prepositional phrases:** Here is a report *of current affairs*.  
He wrote *with great care* each letter *in the series*.
- Infinitive phrases:** Here are prices *to fit every purse*.  
*To dictate good letters* is not easy.  
Our object is *to dictate better letters*.  
We want *to make this order satisfactory*.
- Participial phrases:** The person *writing the best letter of application* will get the job.  
A prize will be given to the salesman *having the best sales record*.
- Verbal-noun phrases:** *Dictating good letters* is a valuable ability.  
We regret *asking you to wait*.  
The advantage of *shipping the box* by freight is economy.

**Use Clauses and Phrases with "Change of Pace."** To stimulate interest and hold attention, use clauses and phrases with change of pace. Get variety and freshness by putting expression into different molds.

- Subordinate clause:** Because they desired that the package should reach New York at the earliest possible instant, they sent it by air mail.
- Participial phrase:** Desiring the package to reach New York at the earliest possible instant, they sent it by air mail.
- Infinitive phrase:** To get the package to New York at the earliest possible instant, they sent it by air mail.

**Use Simple, Compound, and Complex Sentences in Combination in Dictating or Writing.** Note that a complex sentence has only one principal clause; a compound sentence, always two or more. Use that test and avoid confusion. You may put two complex sentences together, or a complex and a simple sentence together, just as you may join two simple sentences

together. Any one of the three types of joining results in a compound sentence.

Simple Sentences Joined:	He has dictated the letter, and it is ready to be transcribed.
Complex Joined with Simple:	Since the first draft has been finished, copies have been prepared in triplicate, and the manuscript should now be edited.
Complex Joined with Complex:	It is now clear that transoceanic air traffic will grow, and it is further believed that the growth will be swift.

**Variety in Sentences.** The human mind welcomes variety and a change of pace. It craves the freshness of different kinds of sentences. It does not want them to come marching out all the same like so many cartridge boxes off the end of an assembly line.

**This Is the Way a Letter Would Sound If All Its Sentences Were Simple.** Let us select an important situation that calls for the writing of an important letter. This is the way it would sound if all its sentences were simple:

*First Version—With Simple Sentences*

Perhaps you have noticed the development of an unfortunate situation in this country. Very serious charges of dishonesty have been made concerning aircraft production.

This branch of the military service is important. Therefore I feel these charges should be investigated. This should be done as soon as possible. There may be some guilty parties. We should prosecute them vigorously. Then, there may be some innocent parties. The investigation should be just as prompt for them. By prompt action we may clear their reputations.

I requested the Department of Justice to investigate these charges. I instructed it to use every instrumentality available. I have another idea, too. The Attorney General approves of it. I want you to investigate these charges with him. This is a matter of great importance in my opinion. Your services would be valuable in connection with it. We need you to study and pass upon the questions. I hope you will do so.

No one could read this communication, either silently or aloud, without a sense of growing monotony. The childish choppiness begs for correction.

**This Is the Way the Same Letter Would Sound If All Its Sentences Were Compound.** Now we enter the second stage of sentence structure. This time, using the same letter, we draft a fresh edition with compound sentences.

*Second Version—The Same Letter with Compound Sentences*

An unfortunate situation has developed in this country, for very serious charges of dishonesty have been made about aircraft production.

This branch of the military service is important, and I therefore feel much alarmed. These charges should be investigated, and this should be done as soon as possible. There may be some guilty parties, and we should prosecute these vigorously. Then, there may be some innocent parties, and the investigation should be just as prompt for them. By prompt action we may clear their reputations, and we may also thereby disprove the charges.

I have not been idle in this matter, for I have requested the Department of Justice to investigate all charges. I instructed it to use every instrumentality available; but I have another idea, too, and the Attorney General approves of it. My idea is to have you investigate these charges with him, for this is a matter of great importance, and your services would be very valuable in connection with it. We need you to study and pass upon the questions, and for this reason I hope you will agree to do it.

Even the amateur business writer will sense the monotonous teeter-tottering of these lines. Because it loosely couples all ideas, important or trivial, with *and*, *but*, or *for*, this letter once again echoes the speech of children and reflects immaturity. Technically the fault is too much co-ordination. The choppiness of the first stage is now the see-saw of the second.

**How the Letter Was Actually Written.** As an individual matures with experience, he learns to adjust his ideas to their relative importance. With sentences of varied structure, some simple, some compound, some complex, he expresses his thought with flexible change of pace.

*Third Version—The Original Letter  
of President Woodrow Wilson to Judge Charles Evans Hughes*

The correct and original version of the message used for illustration on the preceding pages was written by Woodrow Wilson, World War I President of the United States, to Judge

**THE WHITE HOUSE  
WASHINGTON**

**May 13, 1918**

**My dear Judge Hughes:**

You have doubtless noticed that very serious charges of dishonesty have been made in connection with the production of aircraft.

Because of the capital importance of this branch of the military service, I feel that these charges should be thoroughly investigated and with as little delay as possible, in order that the guilty, if there be any such, may be promptly and vigorously prosecuted and that the reputations of those whose actions have been attacked may be protected, in case the charges are groundless.

I requested the Department of Justice to use every instrumentality at its disposal to investigate these charges, and, with the approval of the Attorney General, I am writing to beg that you will act with him in making this investigation. I feel that this is a matter of the very greatest importance, and I sincerely hope that you will feel that it is possible to contribute your very valuable services in studying and passing upon the questions involved.

Cordially and sincerely yours,



Hon. Charles E. Hughes  
9 Broadway  
New York City

Charles Evans Hughes. The original letter is reproduced on page 71. Note how, through the use of sentence variety, the letter masterfully expresses the ideas that were so badly mauled in the previous versions.

What President Wilson did in his original version was simple in its essentials. He proceeded to (1) place minor ideas in subordinate clauses, (2) reduce still less important ideas to phrases (participial or prepositional), and (3) omit trivial details altogether. You can learn to do the same.

### PROBLEMS

1. Classify the following sentences according to whether they are simple, compound, or complex.

- (1) The bulletin board is a convenient device for posting messages to everyone in an organization.
- (2) Henry Dallman is preparing to take a business trip that will require more than two weeks' traveling.
- (3) We shall be glad to send you the information after we receive the report from the treasurer.
- (4) The booklet is a valuable source of information, but it is reasonable in price.
- (5) Although we received your order two days ago, we have been unable to fill it because of a shortage of stock.
- (6) The committee has engaged a speaker for the occasion.
- (7) I shall attend to the matter as soon as possible.
- (8) It is raining, but we shall go anyway.
- (9) The stenographer mailed the letter properly, but she forgot to inclose the invoice.
- (10) Although he agreed to do the work, he delayed doing so for a week.

2. Make a list of the phrases used in the following sentences. Classify them according to whether they are prepositional phrases, infinitive phrases, participial phrases, or verbal-noun phrases.

- (1) The meeting of the committee was held in the Gold Room.
- (2) To complete the statement on time will require an extra evening's work.
- (3) Keeping books accurately is the goal of every bookkeeper.
- (4) He decided to open a branch store.
- (5) The girl interpreting the orders has more work than she can take care of.

- (6) Our aim is to increase our sales as much as possible.
- (7) Writing effective letters is the aim of every correspondent.
- (8) The officials of the company held a conference to discuss that problem.
- (9) When I go to Chicago, I intend to visit a number of our customers.
- (10) If you will call me at my home, I shall be glad to give you the information lacking in your report.

3. Change each of the following complex sentences into two simple sentences. You may insert a subject or any other word needed to complete any one of the simple sentences.

- (1) The student has gone to California, where he will remain for the rest of the summer.
- (2) When our price changes go into effect in March, a new catalog will be mailed to you.
- (3) He has opened a charge account in our store because he thinks this will be a convenience for him.
- (4) We have ordered two new typewriters because we have hired two new employees.
- (5) Although the machine was in perfect condition, the owner traded it in for a new one.

4. Write each of the following groups of simple sentences as a complex sentence. You may change the order of a clause and may make any necessary changes in punctuation.

- (1) We are sending you a sample of our new dessert. You will find it delicious.
- (2) We have just added a new line of shirts to our men's department. We imported the shirts from abroad.
- (3) Every firm has its own letter style. It uses this style at all times.
- (4) Richards and Kramer have moved to the northern part of the state. They will open a retail store.
- (5) He wrote an application letter. In it he listed all the details of his training and experience.

5. A milling and woodworking company received the following letter from a customer who ordered a special casement window with a lock-catch to make it burglarproof. Rewrite the letter. Reconstruct the sentences in such a way as to avoid monotony. Introduce as much variety as you can. Be able to justify all the changes you have made.

Gentlemen:

I ordered a special casement window from you. The order was placed on April 3. I asked you to put a burglarproof lock-catch on this window. Now I want to ask you whether you can furnish me with a stronger one.

I tested the catch in this way. I fitted the casement into place. Then I tried the catch in the socket. I found that it pulled out too easily. It would consequently give little protection to the window.

The window is in a prominent place on the street front. It will have to be used frequently. For this reason it must have a good lock.

I want to return the original lock. Will you exchange it for a larger size? Will you take care of the matter at once? I shall appreciate your doing so.

Yours sincerely,

6. The following letter is poor because of general errors and deficiencies discussed either in the section you have just studied or in previous sections. Rewrite this letter as you would approve it for the mail. Work for sentence correctness and sentence variety.

Gentlemen:

I have your notice in regards to Note due at your Bank. I have been laid up at home sick for past two weeks. I am better but not able to be out yet. I expect to be at my office first of next week. I will then attend to same.

I regret this but I expected to be down to office sooner. Trust this explanation meets your approval.

Very truly yours,

## SECTION 2

### THE PERIOD: ITS PROPER USE

**Punctuation, a Device for Controlling Thought-Flow.** Punctuation is made up of a series of marks or points, convenient mechanical devices for marking off word groups. The correct grouping of words in sentences is controlled by rules that have been tested until they are known to be right. Any person who masters the simple laws of punctuation can guarantee for himself profitable dividends in lucid and workmanlike expression.

Punctuation control comes only from common sense, training, and practice. The only reason for punctuation is to make sentences clear. It shows how much separation there should be between words and groups of words.

**Ideas, like Traffic, Flow in a Stream.** Punctuation shows where one complete idea ends and another begins. It shows also the relation between main ideas and subordinate ideas. Punctuation is used not out of whim but because of the need for clearness. It is not an ornament or a decorative arabesque to be peppered in whenever you feel like it. Instead, it is a hard-working essential, controlled by the laws of experience.

The absence of a punctuation mark where it should be present, or its presence where it should be absent, may wholly change your meaning. In business such a change may be costly. Punctuation is therefore a vital business tool. A good writer never puts in too many punctuation marks. He puts in just enough to make the meaning clear, and not one more.

**The Period (.) Is the "Thought Stop Light."** The period is the stop sign in the traffic control of thought. Learn to respect it exactly as you do a stop light in traffic.

(1) Most sentences end with a period, which is the mark indicating *full stop* at the end of an assertion. On this page are many examples. All declarative sentences end with a period.

The home office is in Richmond.

**Columbia University**  
**in the City of New York**

SCHOOL OF BUSINESS

May 19, 19

Professor Robert Ray Aurner  
School of Commerce  
The University of Wisconsin  
Madison, Wisconsin

My dear Professor Aurner:

It is a pleasure to express an opinion upon the need for educational training in the use of correct, effective English. Many years of both educational work and business experience have confirmed the opinion that the most important single educational accomplishment in preparation for present-day business is the ability to write and to speak clearly and well.

Business is accomplished through communication of thought. Business depends upon straight thinking and effective expression--not flowery language, not oratory, not flights of fancy--but accurate, definite description, clear-cut inquiry and analysis, and straightforward, lucid, timesaving exposition.

No matter what other knowledge or business ability a man or a woman may possess, it is not likely to be of much use unless there is also the ability to convert it into ideas and words that may be understood by others. Every business student needs to study not only what to do and how to do it, but also how to tell it. No matter what the course in business education may be, no matter what the practical experience, the development of the ability to speak and to write well comes very nearly to being at least half of the problem of education.

Very truly yours,



Paul H. Nystrom:HR

Professor of Marketing

---

**THE VALUE OF EFFECTIVE ENGLISH IN BUSINESS**

Professor Nystrom has written this letter specifically for inclusion in this book. The full significance of these three paragraphs grows with each new reading.

(2) The period is likewise used at the end of an imperative sentence.

See that the order is delivered before noon.

Have your check in our hands by tomorrow at four o'clock.

(3) The period is used after all initials and after most abbreviations.

W. D. Sloane, Mrs. R. R. Conn, Sampson's, Inc., Kodak, Ltd.,  
Ph.D., p.m., P.M., f.o.b., oz., C.O.D.

Abbreviations composed of several initial letters and written in all capitals are often written solid without periods: TWA (Trans-World Airlines); FDIC (Federal Deposit Insurance Corporation).

(4) The period is used between dollars and cents expressed in figures; as, \$7.85. Note, however, that a period and ciphers are not required when an amount in even dollars is expressed in figures.

The bill totals \$11.97.

Season tickets will cost \$25 at the box office.

## PROBLEMS

1. Rewrite the following sentences, inserting periods wherever they are needed.

- (1) Have your check in our hands by noon tomorrow
- (2) San Francisco, California, is a great seaport
- (3) Please finish your transcription as soon as you can
- (4) He wrote the name C R Ames instead of O E Ames
- (5) The overcoats were priced at \$85 each; the hats, at \$14 95
- (6) Rothchild, Ltd, of Ontario, is a large Canadian store
- (7) Dr R Charles McNeil has office hours from 1:30 to 3:00  
P M
- (8) C K Riners, Ph D, is the author of many textbooks
- (9) The package was sent C O D
- (10) Policy No 264987 was issued on January 26 to Mrs Helen  
R Crawford
- (11) The statement sent to Mr J R Towne listed three pur-  
chases at \$5 50 each
- (12) Royal Toys, Inc, manufacture all types of toys for small  
children
- (13) He received an M A degree at the commencement exercises

- (14) The stenographer typed the abbreviation Ia instead of La on the letter
- (15) The price of the automobile was quoted at \$2,000 f o b Detroit
- (16) The credit manager asked Mr O R Connors to send his check for \$20 78 at once
- (17) James Johnson, Ph D, was elected president of the university.
- (18) The meeting will take place tomorrow at 10:00 a m
- (19) The official title of the dictator was typed on the letter as Secy-Treas
- (20) Robert Arnold, M D, is chief of staff at the hospital.

2. Rewrite the following letter. Insert periods wherever they are needed.

Mr Wm F Jorgenson  
7111 Metropolitan Bldg  
San Antonio, Texas

My dear Mr Jorgenson:

We have just learned that Dr R R Sloane will accept our invitation to speak next Tuesday noon, and Professor L M Peters, Ph D, will introduce him

Please announce to all members that the program will take place on Tuesday, February 3, at 12:15 p m, instead of Wednesday, February 4, at 12:30 p m

Sincerely yours,

3. Rewrite the following letter. Insert periods wherever they are needed.

The Acme Co, Inc  
Grand Ave at Sixth St  
Alexandria, Va

Gentlemen:

Please send us 48 No 1171 notebooks, quoted at \$4 35 each; 48 No 1171A fillers, at \$1 05 each; and 12 No 3 binders, at \$1 95 each Please ship C O D

Sincerely yours,

## SECTION 3

### THE COMMA: HOW TO USE IT ACCURATELY

Punctuation is a method for controlling the flow of thought. It shows where one complete idea ends and another begins. It also shows the *relation* between main ideas and subordinate ideas. For this purpose the comma is especially important.

**The Comma (,).** The comma indicates a partial stop. It marks a slight degree of separation, a mild break in thought. It is used with great frequency for many different purposes. To write well, you must learn how to use the comma.

(1) Use the comma to point off a subordinate clause preceding its principal clause. Such clauses are often introduced by words like *if, unless, since, because, when, after, although, while, as*, and the like.

*If your investigation shows that this report is true, we shall call a meeting at once.*

(2) Use the comma to set off a nonrestrictive clause. A nonrestrictive clause is one that can be dropped without harming the meaning of the sentence.

This corporation, *which has a good record of earnings*, is recommended as an investment.

Our high school principal, who formerly was our teacher of English, is extremely popular.

Note that in the foregoing illustrations the sentences are complete and accurate if the clauses are omitted. The sentences then read:

This corporation is recommended as an investment.  
Our high school principal is extremely popular.

A restrictive clause is one that actually restricts the meaning of the main clause and cannot be dropped without harming it.

All corporations that are making large earnings are able to pay satisfactory dividends.

The man who is now our high school principal was formerly our teacher of English.

To drop the relative clauses would destroy the true meaning of these sentences.

All corporations are able to pay satisfactory dividends.

The man was formerly our teacher of English.

Since the sentences without the relative clauses do not convey the meaning intended, the clauses are said to be restrictive. Such clauses are not set off by commas but are left closely joined.

(3) Use the comma to set off a nonrestrictive appositive but not a restrictive appositive. Note that the rule for appositives is similar to the one for relative clauses.

Right: Des Moines, the capital, is the largest city in Iowa.

Right: Please buy the book *Your Income Tax* at Smith's Bookstore.

The first appositive is properly set off by commas because it is not required to complete the meaning of the sentence. The second appositive is not set off by commas because it is required to complete the meaning of the sentence.

(4) Use the comma to separate co-ordinate clauses joined by one of the pure conjunctions, *and*, *but*, *for*, *or*, *neither*, *nor*.

This corporation is one of exceptional financial strength, *and* its sales policy has been wisely laid out.

An ample reserve fund had been accumulated, *but* the directors were not forced to use it.

This rule concerns only co-ordinate *clauses* joined by conjunctions; it does not refer to a clause containing two verbs.

Wrong: He audited the books, and made his report.

Right: He audited the books and made his report.

(5) Use the comma to point off an introductory phrase containing a verb. One not containing a verb should usually *not* be followed by any mark of punctuation, unless the phrase is parenthetical (such as *For example*, *In the second place*, and the like).

Right: *After making the survey, the committee will adjourn.*

Right: *To complete the contract, they added an extra shift.*

Right: *After much debate the motion passed.*

Right: *As a gesture of courtesy they agreed.*

Right: *For example, consider the modern motor car.*

(6) Use the comma to point off a dependent word or word group that breaks the direct continuity of the sentence.

There is some doubt, *in view of the huge sum of money available*, about making further collections.

The members of the executive conference, *their calendar for the day completed*, adjourned for dinner.

(7) Use the comma to point off words, phrases, and clauses that may be omitted without harming the grammatical structure of the sentence. Such words, phrases, and clauses are called *parenthetic*.

Word examples, often transitional helps, are *however, moreover, therefore, consequently, finally, besides, perhaps, accordingly, also*, and the like.

They have agreed, *however*, to accept the order.

It was uncertain, *moreover*, whether he could go.

It should be added, *finally*, that no change was authorized.

Phrase examples are *as a matter of fact, in point of fact, in fact, of course, in short, in brief, in reality, without doubt, in case, by chance*, and the like.

There is no reason, *as a matter of fact*, why we should.

The company, *of course*, will grant the claim.

We hope that you will, *if possible*, be there.

Clause examples are *I think, I believe, I repeat, he says, as you know, that is*, and the like.

There is, *as you know*, a reason for doing this.

To believe this is, *we think*, an error.

(8) Use the comma to point off words or word groups used in a series when there are at least three units.

Noun series: Among the more important commodities to be considered are iron, steel, cotton, wool, silk, hides, and leather.

Phrase series: The fact remains that there is an upturn in steel mill activity, a hardening of the money rates, and a steadily increasing curve in carloadings.

Clause series: Steel mill activity is increasing, money rates are hardening, and carloadings are up.

(9) Use the comma to point off words used in direct address or in explaining other words.

We are glad to know, *Dr. Jones*, that our service to you has been helpful.

Mr. Robert Brydges, *president of the National Company*, has called for a vote.

Through television, *the mysterious process of seeing along a radio wave*, we shall educate by new methods.

(10) Use the comma to point off sentence elements that might be wrongly joined in reading if there were no commas.

Misleading: Ever since weekly figures have been published.

Clear: Ever since, weekly figures have been published.

Misleading: There is not the slightest doubt that beneath things are financially sound.

Clear: There is not the slightest doubt that beneath, things are financially sound.

In general, guard against the use of commas where they are not necessary. As a rule, do not put a comma where no pause is made in reading.

(11) Use the comma to indicate the omission of words that are understood by the reader.

The desk is quoted at \$112; the chair, at \$40.

Jack and Bob went to a football game; Mary and Ruth, to a motion-picture show.

## PROBLEMS

1. Rewrite the following sentences with commas inserted at the proper points.

(1) If you want to make a reasonable profit keep costs down.

(2) The committee set the date for the meeting and the chairman mailed the notices to the interested parties.

(3) They are as a matter of fact increasing their production of this item.

(4) Mr. Frank Steadman president of the Acme Company was there.

(5) His son Bill I understand is the tallest of his four boys.

(6) The order included six books ten notebooks and a dozen pencils.

(7) To improve their product they hired an industrial expert.

(8) There is I believe only one correct way to handle this matter.

- (9) Ever since we have had to be more careful in filling orders.
- (10) Mr. Boyer who prepared the contract in duplicate wrote the letter about the situation.
- (11) If we gave our consent to such a proposal we would not be able to continue in our present capacity.
- (12) The directors of the corporation wanted to declare a dividend but the earnings of the company did not warrant such a move.
- (13) The members of the debating team their arguments well in mind held up their side of the debate in a fine manner.
- (14) After making the purchase Mr. Todd wrote a check.
- (15) I shall send you a copy of the magazine Miss Johnson within a week.
- (16) It may be said in conclusion that this move is fully justified by all the facts.
- (17) The unwise decision resulted in a necessary reduction in wages, a lowering of the employees' morale, and the resignation of several clerks.
- (18) A president was elected two committee chairmen were appointed and dues were collected from those present.
- (19) There was consequently a shortage of funds.
- (20) The house that is painted white was constructed by L. K. Jameson who is one of the best contractors in the city.

2. The following letter has all the necessary punctuation except commas. Rewrite the letter correctly.

Dear Sir:

Under the statutes the Attorney General is authorized to advise only state departmental heads the seventy-one district attorneys and other individuals specified in the statutes. On that account the Attorney General cannot advise you officially.

The Railroad Commission has jurisdiction over the administration of the common-carrier law as you know; and I suggest therefore that you communicate with the Railroad Commission which has available detailed information or which is in a position to obtain if necessary the information you need. If you give it the facts in detail the Commission may already be acquainted with the particular situation. The Commission will I am sure be glad to co-operate.

Yours very truly,

## REVIEW

Most of the following sentences contain one or more errors. Rewrite all of the sentences in which there are errors; correct the errors. If a sentence is correct, write "Correct" after the sentence number.

- (1) I doubt but that Mr. Reynolds the chief clerk can be held responsible for this mistake.
- (2) The salesman who has the best record will win the award.
- (3) The lincoln highway to be completed this spring will relieve the traffic hazard in that part of the city.
- (4) After introducing the speaker the toastmaster became ill and had to leave.
- (5) To further increase the demand for the product a large advertising program was planned.
- (6) This move, in view of the great expenditures involved, seems unwise.
- (7) Although the wreck was a serious one the damage to the automobile was not great.
- (8) You should not judge the excellence of a product on the basis of it's advertising alone.
- (9) Into the two bottles were poured about one-third of the medicine, which was made up on special order.
- (10) The chairman, Mr. Bridges appointed Mr. Cook, Miss White and Miss Gehring to the refreshment committee.
- (11) Both the man, the woman, and the child were awarded prizes.
- (12) The book, *Fair Days*, is interesting.
- (13) There is as you know no valid reason for him taking this attitude.
- (14) Every teacher and every child are invited to the picnic which promises to be a gala affair.
- (15) The employer was real pleased when he heard that the mail clerk Miss Joyce Adams noticed the error in the address on the letter.
- (16) These kind of notebook is widely-used by stenographers, who take dictation with a fountain pen.
- (17) The mail was heavy but it was taken care of before the day was over.
- (18) He prefers on the whole to handle all such matters in his own way.
- (19) The bearer of this letter Mr. Henry Brown formerly worked for our company.
- (20) The house, which they bought, is not yet completed.
- (21) This item, which we carry in stock at all times, is inexpensive.
- (22) He is one of that large group of people who is always late.
- (23) Providing we can get his consent, we shall order the type-writer.
- (24) If it was not raining, I would consent to you taking the hike.
- (25) The committee went their individual ways after they adjourned the meeting.

## SECTION 4

### THE SEMICOLON, COLON, QUESTION MARK, AND EXCLAMATION POINT

**The Semicolon (;).** (1) Use the semicolon between the members of a compound sentence when no conjunction is used.

They will be here today; they will not come tomorrow.

If the conjunction is used in this sentence, place a comma between the clauses.

They will be here today, but they will not come tomorrow.

(2) Use the semicolon between the clauses of a compound sentence that are joined by such words as *also*, *consequently*, *for*, *hence*, *however*, *in fact*, *moreover*, *nevertheless*, *therefore*, and *whereas*.

He arrived early; consequently, he saw the whole program.

(3) Use the semicolon before the expressions *as*, *that is*, *namely*, *i. e.*, *e. g.*, *to wit*, *viz.*, when they introduce an illustration that is a complete clause or an enumeration that consists of several items. A comma is used after each expression.

The Acme Company is a shipping company; that is, it operates ships.

Four men have been nominated; namely, Flagg, Black, Slade, and Noles.

(4) Use the semicolon to separate the members of a compound sentence when one or both members are punctuated with commas.

If he is nominated, he will run; but since there are three candidates, he does not expect the nomination.

The letters will be finished today; the report, tomorrow.

It is easy to read one article, another article, and still another article, on how to write good business letters; but it is not so easy to write a truly good letter of acknowledgment, adjustment, collection, or sales.

(5) Use the semicolon between serial phrases or clauses having a common dependence on something that precedes or follows.

He says he will demonstrate that the craft will fly; that it will fly faster than the speed of sound; and that it will fly higher than any previous craft in history.

(6) Use the semicolon between the members of a series of clearly defined units, upon each of which special emphasis is to be laid.

**Emphatic:** The truly creative man in business visualizes a great opportunity; he shapes the materials necessary to take advantage of it; and he creates a going business.

**Less emphatic but correct:** The truly creative man in business visualizes a great opportunity, shapes the materials necessary to take advantage of it, and creates a going business.

**The Colon (:).** The colon indicates greater separation than the semicolon. It suggests that further material is coming. This material may be in explanation, in expansion, or in re-statement of the idea.

(1) Use the colon between two independent groups having no connecting word between them, the first group pointing forward to the second.

Progress lies in one direction: improvement must be made in research and in manufacturing methods.

(2) Use the colon after forward-looking expressions.

Please ship the following at once:

These are the members of the board:

We must carry out these three requirements:

(3) Use the colon before a series of expressions.

Note these special details: feather touch, velvet carriage, adjustable line spacer, margin key.

(4) Use the colon before a long quotation. Such quotations are often introduced by *thus*, *the following*, *as follows*, or *these*.

The Postmaster General gave the following report: [Six pages of quoted material]

His statement ran as follows: "You are obligated under the contract to return unsold items."

# SERVICE TIRE SHOP

362 Main Street  
FAIRVILLE, INDIANA

January 3, 19

Mr. George T Hoopston  
Fairville Indiana.

Dear Sir:--

There is, only one, real solution to the tire question!

A lot of people have experimented, to their sorrow in an attempt, to find a short cut to tire economy.

It, simply, can't be done!

Once in a while, you may buy a cheap, first, cost tire that also proves to be a cheap, last, cost tire. But, for every time this happens, there are hundreds of instances where the reverse is true.

If cheap tires were, also, good tires we would know it, and we certainly would be selling them.

In fact dozens of tire representatives call on us, constantly, in an effort to sell us their lines of tires. And still, in spite of this, we think Service tires are the safest tires in America--for you and for us to buy. We think so, because more people ride on Service tires than on any other kind.

We would be unwilling to take the word of any one man, or the word of a hundred men, on a subject like this, but, when the largest single group of tire buyers in the world, decides to use the Service brand, then we can't help but be convinced, that Service tires are the best.

Are you using Service tires or are you still experimenting.

Very truly yours

Service Tire Shop

---

*Bulletin for Stenographers, a Dartnell Service*

## AS A LETTER WAS WRITTEN

*Suggestion:* Before you turn the page, rewrite this letter in good form, preferably on the typewriter, and correct all errors in punctuation. Then compare your solution with the corrected version on the next page.

# SERVICE TIRE SHOP

362 Main Street  
FAIRVILLE, INDIANA

January 3, 19

Mr. George T. Hoopston  
211 West Fork Road  
Fairville, Indiana

Dear Mr. Hoopston:

There is only one real solution to the tire question.

A lot of people have experimented, to their sorrow, in an attempt to find a short cut to tire economy.

It simply can't be done.

Once in a while you may buy a cheap first-cost tire that also proves to be a cheap last-cost tire. But, for every time this happens, there are hundreds of instances where the reverse is true.

If cheap tires were also good tires, we would know it, and we certainly would be selling them.

In fact, dozens of tire representatives call on us constantly in an effort to sell us their lines of tires. And still in spite of this we think Service tires are the safest tires in America for you and for us to buy. We think so because more people ride on Service tires than on any other kind.

We would be unwilling to take the word of any one man or the word of a hundred men on a subject like this; but, when the largest single group of tire-buyers in the world decides to use the Service brand, then we can't help but be convinced that Service tires are the best.

Are you using Service tires, or are you still experimenting?

Very truly yours,

ED:CR

SERVICE TIRE SHOP

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*Bulletin for Stenographers, a Dartnell Service*

## AS THE LETTER WAS CORRECTED

The "Punctuation Marks Family" has been put to work to correct the many mistakes in the letter illustrated on the preceding page.

**Before a short, informal quotation, a comma is permissible.**  
He said, "Let's go home."

(5) Use the colon to separate hours and minutes when expressed in figures; as, 11:30 A. M., 7:30 P. M. Where all figures refer to time, as on a timetable, the use of the period instead of the colon is permissible.

**The Question Mark (?).** (1) Use the question mark after a direct question.

**How many letters has she typed?**

He asked, "Where are you going?"

**Note:** The question mark is usually equivalent to a period. In such cases it is followed by a capital. But this is not always true. Sometimes the sentence is made up of a series of questions, in which case the question mark is equivalent to a comma or a semicolon and should be followed by a small letter.

**Would you guess his age as seven? or is it eight?**

**Will you be there at seven tonight? or can you come at all?**

The question mark should not be used after an indirect question, that is, one that does not require an answer.

**They asked him if he would come this afternoon.**

**He asked them if they would close the contract.**

The question mark is not necessary after a courtesy question, that is, a sentence disguised as a question out of courtesy but actually embodying a request or command.

**Will you please send me a credit memorandum at once.**

Will you please ship me the order not later than tomorrow.

(2) Use the question mark after the individual members of a series, each one of which might be expanded into a complete sentence.

**Would you guess his age as seven? eight? nine?**

How do you like arithmetic? history? typing?

What is the population of Iowa? of Wisconsin? of California?

**The Exclamation Point (!).** The exclamation point is used after a word, a phrase, or a sentence to indicate strong emotion or to carry sharp emphasis.

**What an amazing climax!**

**Never give up!**

**No! That is not true!**

**We must get those votes!**

### PROBLEMS

1. Rewrite the following sentences with colons and semi-colons inserted where necessary.

- (1) We shall leave at 10 30 A. M. they will leave at 2 45 P. M.
- (2) The order was not shipped promptly as a result it was not received in time for use at the convention.
- (3) Three officers are to be elected today two committee chairmen are to be appointed tomorrow.
- (4) These are the names of the candidates Robert Armstrong, Charles Stewart, and Walter Burns.
- (5) The letter brought out these points fine quality, good appearance, reasonable price, and excellent demand.
- (6) The college dean said that the students of his school are well trained that they have no difficulty in obtaining positions and that they seem to fulfill the requirements of the positions they hold.
- (7) He is in charge of branch office matters that is, he is in charge of shipments to the branch offices.
- (8) Please send in an order for the following two typewriters, two desks, two chairs, and one 2-drawer cabinet.
- (9) The check was not filled out properly consequently, the bank would not honor it.
- (10) Please fill in the inclosed coupon then mail it back to us.

2. Rewrite the following sentences; add the marks of punctuation that have been omitted.

- (1) When will it be possible for you to do this work
- (2) By no means She shall not go
- (3) Although the weather is favorable the plane will not take off this morning in fact, it may not make the trip at all.
- (4) Do you believe that the center of population is in Michigan in Illinois in Ohio
- (5) What I can hardly believe it
- (6) We wish this matter to be taken care of at once in fact, we want immediate attention in this regard
- (7) Can you meet me at eight at eight-thirty at nine
- (8) The English textbook cost \$1.75 the typewriting and transcription textbooks, \$2.25 each
- (9) Has the matter been taken care of to your satisfaction
- (10) They asked whether the lecturer would attend the banquet before the evening program
- (11) Will you please send your check at your earliest convenience
- (12) No That cannot be true

## SECTION 5

### THE APOSTROPHE: HOW TO HANDLE IT

**The Apostrophe (').** Handle the apostrophe with care. Scores of persons and business firms are guilty of letting messages, sometimes mass messages distributed in huge quantity, go before the public eye with the apostrophe *in the wrong place*. Knowing ones, who see the error, smile with amusement—or in contempt.

#### *Careless Error*

The Lyons Heater is always there. Let us prove *it's* benefits and *it's* comforts. Ask for the complete story.

The Gadget Factory production is at *it's* peak.

#### *As Corrected*

The Lyons Heater is always there. Let us prove *its* benefits and *its* comforts. Ask for the complete story.

The Gadget Factory production is at *its* peak.

The error illustrated above is common. Do not be guilty of it. *It's* means *it is*, the apostrophe indicating the omission of the letter *i* in the contraction. *Its* means *belonging to it*. *Its*, the possessive pronoun, does not need the apostrophe *any* more than would the possessive pronoun *his*. *His* and *its* follow the same rule.

(1) Use the apostrophe to indicate possession. Put the mark in the right place, remembering that the possessor is shown by the part of the word that comes before the mark, no matter whether the word is singular or plural.

#### *The Possessive*

the firm's patent rights  
the firms' patent rights  
the trainman's wages  
the trainmen's wages  
Mr. Hotchkin's office  
Mr. Hotchkins' office

#### *The Phrase*

the patent rights of the firm  
the patent rights of the firms  
the wages of the trainman  
the wages of the trainmen  
the office of Mr. Hotchkin  
the office of Mr. Hotchkins

(2) Use the apostrophe to indicate the omission of letters in a contraction. Be careful to set the apostrophe properly in a contraction. *The apostrophe stands for the missing letter and takes its place*. Contractions are used (a) in letters to

people whom the writer knows in a friendly, informal way,  
(b) in sales letters to add a personal tone.

I'm	I am	we're	we are
I'll	I will	he'll	he will
they're	they are	haven't	have not
you're	you are	couldn't	could not
you'll	you will	don't	do not
isn't	is not	won't	will not
aren't	are not	didn't	did not

Words like *o'clock* use the same principle of contraction. The apostrophe in this expression stands for *f*, the expression *ten o'clock* expanding into *ten of the clock*.

(3) Use the apostrophe to indicate the plural of abbreviations, letters, figures, and words.

The company hired two Ph.D.'s.

Carelessly written *l's* and *i's* often cross the mail between Iowa and Louisiana.

The 1's, 5's, and 7's are the series he wants.

Too many *and's*, *but's*, and *for's* ruin sentences.

(4) As a rule it is better not to use the possessive form for inanimate objects. However, expressions pertaining to time or measure, or expressions suggesting personification, may be in the possessive case.

Poor: The door's hinge

Better: The hinge of the door

Correct: A day's trip; two weeks' delay; three months' interest; for heaven's sake; time's healing effects

## PROBLEMS

1. Rewrite the following sentences; insert the apostrophe where it is needed.

- (1) That authors very first publication was a success.
- (2) Isnt it time for the postman to arrive?
- (3) The appointment was made for ten oclock sharp.
- (4) At the commencement six M.S.s and two Ph.D.s were conferred.
- (5) The managers secretary took a three weeks vacation.
- (6) The mans salary was not sufficient to support his family.
- (7) We know youll appreciate our fine service.
- (8) The 2s, 3s, and 4s are the issues that he specified.

- (9) The firms policies were violated on several occasions.
- (10) The companys note called for three months interest.
- (11) The managers office was newly decorated.
- (12) He gave the book to his sisters children.
- (13) The three boys little sister was the youngest child in the family.
- (14) Didnt you receive the message your fathers secretary left for you?
- (15) Carelessly formed *ms* and *ns* are often confused.
- (16) The office opened at nine oclock every morning but Saturday and Sunday.
- (17) The womens team won the cup.
- (18) His letter contained too many *ands* and *fors*.
- (19) Wouldnt Marys sister tell her the authors name?
- (20) Dont be confused by the similarity in stock numbers.
- (21) Didnt you take Mr. Hills dictation yesterday?
- (22) His check wasnt mailed in time for him to get the discount.
- (23) The doctor ordered a years rest for the businessman.
- (24) The dogs owner was a boy scout.
- (25) In six months time the bridge will be completed.

2. Rewrite the following sentences. Whenever the possessive case is used, change the possessive form to a phrase that does not use the apostrophe.

- (1) The matter was brought to a successful conclusion after the man's third attempt.
- (2) The girl's theme was the best written in the class.
- (3) The sale of boys' suits covered a three-day period.
- (4) Mr. Johnson's secretary was given a substantial raise in salary.
- (5) The employer's dictation was too rapid for his secretary.

3. Rewrite the following sentences. Whenever a phrase indicating possession is used, change the phrase to the possessive form that uses the apostrophe.

- (1) The orders of the general were carried out exactly.
- (2) The leaders of the country had much secret information about the matter.
- (3) The secrets of the commission were not divulged.
- (4) The student council of the school had a weekly meeting.
- (5) The head of the committee was overworked.

## SECTION 6

### QUOTATION MARKS, THE DASH, PARENTHESES, BRACKETS, OMISSION MARKS, AND THE HYPHEN

**Quotation Marks (“ ”).** (1) Use quotation marks to enclose every direct quotation. A direct quotation consists of the exact words of the original. An indirect quotation expresses the thought of the original in different words and does not require quotation marks.

**Right:** He said, “America can become the leader of the world.”

**Right:** He said that America can become the leader of the world.

**Wrong:** He said “that America can become the leader of the world.”

When the quotation is interrupted by words thrown in by the speaker or the writer, both parts of the quotation must be enclosed.

“Let us hope,” he said, “that the vote is favorable.”

If a continuous quotation consists of several complete sentences, quotation marks are used only at the beginning and the end of the quotation.

The speaker commented as follows: “America is a leading nation. As a world leader America carries heavy responsibilities. The nation needs strong leaders.”

If a quotation consists of several paragraphs, quotation marks should precede each paragraph and should follow the last paragraph.

Use single quotation marks ( ‘ ’ ) to enclose a quotation within a quotation.

“Then,” the speaker went on, “the manager said, ‘Excellent,’ and approved the report.”

(2) Use quotation marks to enclose the titles of subdivisions of published works (parts, chapters, sections, etc.) and the titles of magazine articles, reports, lectures, and the like. Titles of books, essays, newspapers, magazines, plays, and other whole publications should be italicized. In typewriting each word to be italicized is underscored.

"How to Ski" is an interesting chapter in *The Book of Sports*. Be sure to read the article "Being a Champion Diver."

(3) Use quotation marks to enclose unusual or peculiar terms, words used in some special sense, or words to which attention is directed in order to make the meaning clear.

Here you see a perfect example of "steam roller" methods. That outworn expression is called a "stock phrase." At this point the word "furthermore" may be used.

(4) When a quotation mark and another mark of punctuation occur together, apply the following rules:

Place the period or the comma always inside the quotation mark.

He quoted an article entitled "The Price of Peace."  
After he quoted the article "Prices," the motion was passed.

Place the colon or the semicolon always outside the quotation mark.

He writes under the head of "Prices": "The index will rise still higher."

Neville speaks of "improving sales"; but improvement will be delayed until next month.

Put any other mark inside when it is part of the quotation and outside when it refers to the entire sentence, of which the quotation is only a part.

The slogan is: "Avoid stock phrasing!"  
Do you wish us to use "The Trend of Prices"?

**The Dash (—).** Make the dash of sufficient length to avoid confusion with the hyphen. The typewritten dash is made by striking the hyphen twice.

(1) Use the dash to show a sudden break or transition in thought.

He could learn in an hour—yet why try to convince him?

(2) Use the dash to separate the name of an author from an extract from his writings.

"Determination is a key to success."—Blenheim.

(3) Use the dash for emphasis before an appositive, especially if the appositive is separated from its substantive by several words.

He has asked us about one special report—the Truscon report. One of the pupils came up to the blackboard—a boy named George.

(4) Use the dash instead of a comma where heavy emphasis is desired.

Courtesy—this is a habit to cultivate in getting along with others.

Those who opposed him—and there was heavy opposition from many—still admired him for his courage.

Caution: Do not use the dash indiscriminately for the purpose of concealing ignorance of how to use other punctuation marks.

**Parentheses ( ).** (1) Use parentheses when an amount expressed in words is followed by an expression of the same amount in figures.

Enclosed is our check for one hundred dollars (\$100) in full payment of this order.

(2) Use parentheses to enclose numbers or letters in enumerations run into the text.

The story is written in three parts: (1) the introduction, (2) the body, and (3) the conclusion.

In this meeting the members covered four items: (a) the minutes of the previous meeting, (b) old business, (c) new business, and (d) adjournment.

(3) Use parentheses to set off parenthetical, explanatory, or supplementary material.

The pictures of this event (see Illustrations 9-12) are vivid.

In further announcements (watch for them in your local newspaper) you will get these facts.

Caution: The parentheses, like the dash, are dangerous marks for the beginner and sometimes likewise for the veteran writer. Too often, for instance, parentheses are made to serve as a “catch-all” for loose material. Never use either the dash or parentheses as a slipshod substitute for a comma or for the purpose of covering up ignorance of how to use other marks of punctuation.

**Brackets [ ].** (1) Use brackets to enclose matter having no connection with the text, that is, something in the way of

explanation, comment, or criticism inserted by someone other than the person quoted.

Twelve states opposed the amendment [the author listed these states in a previous chapter], but it became law.

(2) Use brackets to enclose a parenthetical expression within material already in parentheses.

He confirms your opinion (see, for example, *Seven Rivers* [3d edition], page 1).

**Omission Marks, or Ellipses (. . . or \* \* \*).** Ellipses, frequently termed "omission marks," are printed devices signifying the omission of letters or words in quoted material. Three marks or dots (. . .) are used to signify an omission at the beginning of quoted discourse, or at any other point when the omitted portion or section does not end on a period. Four marks or dots (. . . .) are used when the omitted portion or section does end on a period.

"Seventeen delegates . . . voted in favor."

"He explained his position fully. . . ."

**The Hyphen (-).** (1) Use the hyphen to indicate the division of a word at the end of a line. Rules for the division of words at the end of lines are given on pages 564 and 565.

(2) Use the hyphen to join the parts of certain compound words. There is little uniformity in writing compound words. Some are written as two separate words; some, as two words joined by a hyphen; and some, solid as one word.

One cannot set arbitrary rules for hyphening compound words because usage varies greatly. The following guides, however, represent current practice in the use of hyphens in compound words.

(a) A hyphen is frequently used with the prefixes *ex*, *self*, and *vice*. It is also used to join a prefix to a proper name. It is not used with short prefixes, such as *co*, *de*, *pre*, *pro*, or *re*, except to prevent misinterpretation or mispronunciation.

ex-manager

self-made

vice-president

un-American

pro-French

co-op (for co-operative)

recover (to regain)

re-cover (to cover again)

(b) A hyphen is usually used between two or more words serving as a single adjective *before* a noun.

forty-hour week  
eight-room house  
hit-and-run driver

first-class ticket  
serious-minded student  
ready-to-wear suits

When these compound adjectives *follow* the noun, they usually lose their compound character and are not hyphenated.

She is a well-known singer.

The singer is well known.

His up-to-the-minute review was interesting.

His review was up to the minute.

When an adverb ending in *ly* is used with an adjective or a participle, the compound is usually not hyphenated.

widely praised decision

highly effective argument

(c) A hyphen is used in compound numbers written as words.

seventy-seven

one hundred thirty-nine

(d) A hyphen is used between the numerator and the denominator of a fraction written in words, except when one or both of these elements contain a hyphen or when the fraction is used as a noun.

a one-third share

twenty-one hundredths

one third of the sum

twenty one-hundredths

twenty-nine thirty-sevenths

(e) When two or more hyphenated compounds that have a common basic element are used in a series and the basic element is omitted in all but the last compound, the hyphens are retained in all cases.

one-, two-, and three-year appointments

six-, seven-, and eight-room houses

short- and long-term investments

(f) A hyphen is used as necessary to avoid ambiguity or to make reading easier.

Ambiguous: He is now a junior high school student.

Clear: He is now a junior-high school student.

When you are in doubt as to whether a compound word should be written solid, as two words, or with a hyphen, consult a recent edition of the unabridged dictionary.

## PROBLEMS

1. Rewrite the following sentences; insert capitals and punctuation as necessary.

- (1) The teacher said, this theme must be handed in Friday without fail
- (2) The title of the chapter is letters that win
- (3) I am told and I am sure this information is correct that a new machine is to be purchased by the company
- (4) The irregularity of our sales see charts 1 to 3 is caused by seasonal variations
- (5) The executive was a self made man
- (6) The lecture was entertaining and well given
- (7) To win is to work. Harding
- (8) Both the girls and the boys the teacher said must take part in the class play
- (9) He called the article Up-to-the-Minute News
- (10) Only one student was given this high honor Mary Jones
- (11) The royalty for this year will amount to five thousand dollars \$5,000
- (12) Depreciation, amortization, and accumulation all of these are discussed in detail in the accounting textbook
- (13) The following forms are required 1 the voucher register 2 the check register 3 the general journal and 4 the general ledger
- (14) The correct balance is \$16.42 \$18.42—\$2
- (15) He made that statement in his latest book see *Europe in Review* 4th edition page 78
- (16) The message of this report yet I do not believe I can accept it as correct is that the company is not solvent
- (17) The personnel manager began his speech as follows we are today assembled here but let me digress a moment to thank the committee for their untiring efforts in bringing about this gathering
- (18) It will be difficult he said for me to turn out that much work in so short a time
- (19) The three folders were identified by their labels which bore the notations acme bicycle company columbus acme bicycle company mansfield and acme bicycle company mason
- (20) Sixty seven men completed one half of the work in twenty one days

2. Rewrite the following sentences; insert capitals and punctuation as necessary.

- (1) The schools making the best showing in the contests here the speaker named three schools are known for their progressive educational methods

- (2) I am sending you two copies of our most recent book the one entitled insurance facts for the layman
- (3) The trend of the sales consult the charts on pages 10 and 11 is upward
- (4) Their slogan is victory at all costs
- (5) His exhibit included the following things 1 a book 2 a stenographer's notebook 3 a fountain pen 4 stationery 5 envelopes
- (6) The teacher made the following announcement If anyone in the class wishes to do extra work outside of class for additional credit he should discuss the matter with me I shall assign the work for him to do The student may have two weeks in which to complete the assignment
- (7) The personnel manager the speaker concluded said go ahead with the plans and approved the request for help.
- (8) The members of that group were accused of unAmerican activities.
- (9) The vice president in charge of personnel suggested a change in working hours to eight hours a day and a five day week.
- (10) The building had two three and four room apartments.
- (11) Those who objected to the plan and many objected strenuously put forth every effort to hinder him.
- (12) A letter has a number of parts the first three of which are 1 heading 2 address 3 salutation
- (13) The widely used product was the invention of the exmanager.
- (14) The article inflation dangers appeared in the magazine economic pointers
- (15) The concluding article watch for it in next month's issue will be the most interesting of all.
- (16) The remnants of material came in three five ten and eleven yard lengths.
- (17) Did he say Mr. Johns will take care of this
- (18) The program was well advertised
- (19) The woman received a two thirds share of her husband's estate; her son received only one third of the estate.
- (20) When the furniture became worn, it was recovered by an upholsterer.

## REVIEW

1. Rewrite the following business letter; insert the correct punctuation and any needed capitals.

**Dear doctor clark:**

**Dr nelson F parker has suggested that you would be interested perhaps in the business week a magazine of which he is a regular reader**

**Let me say in the beginning that the business week does not seek subscribers on a promiscuous basis The magazine is in fact truthfully described as a subscribers choice Prospects are carefully selected for invitation to become readers**

**The business week is a magazine for executives Says professor J J dynes in commenting on its timely quality There can be no doubt as to the accuracy with which your editorial staff in its supervision and organization of materials is doing a commendable piece of work The keynote of the publication is speed and usefulness It is edited for those businessmen whose interests extend far beyond the four walls of their office and it is arranged for the convenience of those whose inquiries whether broad or narrow extend beyond the boundaries of their home town**

**Every monday it prints all the important business news of the week It covers every field of business It gives you trends it forecasts the business outlook the developments and happenings and it interprets them for you ready for your use In other words it tells you what business is doing today and how in our editorial opinion it will affect tomorrow**

**Professor L N Burkes class in business policy uses the business week regularly for laboratory material**

**The enclosed folder outlines the publishing policy of the business week The order blank that is enclosed gives you your choice of three offers 1 a years subscription at \$5 with a money back guarantee 2 a two years subscription at \$850 under the same terms 3 a trial subscription for 12 issues at \$1**

**No matter which of these three offers you decide upon I believe that you will find a subscription worth while**

**Sincerely yours,**

**2. Rewrite the following business letter; insert the correct punctuation and any needed capitals.**

**Dear sir:**

**Can you give us an accurate reference for the subject checked on the attached folder Mr. montross figures which according to our investigation are essentially correct must be given a cross-check before they are finally accepted**

**These catalogs are in our library Smithco nos 163 164 and 173A and Natco nos 43 44 45 and 47 B Have you any addition that in your opinion should be included in our report**

**Yours very truly,**

## SECTION 7

### ORDER OF PUNCTUATION MARKS; SPACING

**A Review of Punctuation “Rules of Order.”** When two or more punctuation marks occur at the same point in a sentence, they should be placed according to the following rules of order:

(1) A period following an abbreviation is used before any other mark of sentence punctuation. When the abbreviation occurs at the end of a declarative sentence, however, the period is not doubled.

R. R. Hardin, Ph.D., whom you met last week, is the new research director of Johnson and Johnson, Inc.  
Did he arrive before 10 a.m.?

(2) Quotation marks are used with other marks of punctuation as follows:

(a) At the end of a quotation, a comma or a period is always placed inside the quotation mark; a semicolon or a colon, outside the quotation mark.

“I saw him,” she said, “as he entered the door.”

I have not read the article “Plastic Wonders”; however, I read “The Road Ahead.”

I have this to say about her “intuition”: it is fictitious.

(b) A question mark, an exclamation point, or a dash is placed inside the quotation mark if it punctuates the quotation only. Note that, when the quotation including its own mark of punctuation comes first in the sentence, no comma or period is used.

“Can you be there?” he asked.

He inquired, “Where are you going?”

He said, “Well done!”

“I’m late!” she explained as she hurried down the street.

“I am so busy that—” is all I heard her say as she rushed past my desk.

(c) A question mark, an exclamation point, or a dash is placed outside the quotation mark if it punctuates the entire sentence.

Why was he “fired”?

Did he say, “This is good work”?

How enthusiastically he shouted, "Long live the president"!

"The activities of the major departments and other vertical units of an organization are closely related to one another and must be coordinated if satisfactory results are to be achieved."—Newman.

(d) Punctuation for a quotation within a quotation follows the preceding rules for the use of other punctuation marks with quotation marks. When the quotation within a quotation occurs at the end of a sentence, however, it precedes the double quotation marks.

He said, "I read the article 'Small Businesses of the Future.'"  
Did he say, "I read the article 'Small Businesses of the Future' "?

He said, "Did you read the article 'Small Business of the Future'?"

He said, "I read the article 'What Will Happen to the Small Business?' "

(3) Parentheses are used with other marks of punctuation as follows:

(a) If the punctuation mark applies to the whole sentence and not to the material in parentheses, the punctuation mark follows the second parentheses.

Pride, in some disguise or other (often a secret to the proud man himself), is the most ordinary spring of action.

The research has been completed (see Formula 2).

(b) If the punctuation mark applies to the material in parentheses, the punctuation mark precedes the second parentheses.

This article ("Successful Salesmanship") was written five years ago.

When I heard him speak (he asked, "Who is that?"), I was startled.

(4) When a parenthetical clause set off by dashes requires a question mark or an exclamation point, the punctuation mark is placed before the second dash.

Paul Parker—is he the vice-president or the secretary of the company?—has an appointment with you at ten o'clock.

**Spacing after Punctuation Marks.** Within a sentence space once after a mark of punctuation with the following exceptions:

- (1) Within a sentence space *twice* after a colon.

He said: "A male secretary trained under a successful executive is good material for advancement."

- (2) Within a sentence *do not space* after:

- (a) A period within an abbreviation—

Dr. Garfield, Ph.D., and Dr. Larson, LL.D., left at 12:30 p.m. to attend a meeting.

- (b) A period used as a decimal—

A difference of 1.638 resulted.

- (c) A dash—

Then we went to—but you are not interested in that.

- (d) A hyphen—

The well-known editor will be the first speaker.

- (e) An initial quotation mark—

He asked, "Have you finished your work?"

- (f) An apostrophe within a word—

He didn't arrive on time.

- (g) A beginning parenthesis—

(See page 5 of the price list.)

- (h) A beginning bracket—

The report was finished in May [1949].

At the end of a sentence space *twice* after a punctuation mark.

There you are! What are you doing? Please type this letter next. How soon will it be finished?

## PROBLEMS

1. Rewrite the following sentences; insert punctuation as necessary.

- (1) John McCoy Ph D who was appointed to head the department lives on Royal Boulevard
- (2) We shall go Mr Smith said as soon as we receive the message
- (3) Isnt there a better way to do this he asked

- (4) The girl exclaimed Wonderful
- (5) Help she yelled as she saw the burglar
- (6) Let me tell you what I was all she could say before she was interrupted
- (7) Did the teacher say This work is well done
- (8) How enthusiastically he shouted Hes the best cheer leader we ever had
- (9) Grace said I have not yet read the article English Made Easy
- (10) Mrs. Meyer is she the president of the group called to remind him of the appointment

2. Rewrite the following sentences; insert capitals and punctuation as necessary.

- (1) The dentist asked Have you read the article Preventing tooth decay in children
- (2) Reaser and Reaser Inc. sent out announcements of the opening of the new store
- (3) I have not yet read the article Travel Broadens however I am reading the one entitled Southern Trips at Your Leisure
- (4) The boy said I have written a theme entitled Does it pay to go to college
- (5) Charles Roberts M D sends his bills to his patients monthly
- (6) The president was not in his office therefore we had to wait
- (7) Johnsons report was very well received
- (8) How long have you worked in your present position he asked
- (9) The tables see pages 12 to 19 provide the data that you require
- (10) What is the capital of Ohio of Iowa of Utah
- (11) Good heavens I have lost the report
- (12) The difference amounted to but you would not be interested in that
- (13) What is the name of the class president the class historian the class secretary
- (14) Although his appointment was at 11 30 a m he did not arrive at the office until 12 15 p m
- (15) The head of the laboratory Dr David Oaks was offered a better position by Hanson brothers Inc

## SECTION 8

### EXPRESSION OF NUMBERS

**Handling Numbers.** Many an otherwise well-trained writer is puzzled by whether a number should be written in words or in figures. The problem is not found in the writing of business forms such as invoices, sales tickets, or purchase orders, because in them figures are used almost entirely. In letters and in business reports written in paragraph form, numbers are sometimes expressed in figures and sometimes expressed in words. A careful writer observes the rules of expressing numbers, because these rules have been developed for the convenience of the reader. The following guides apply to the use of numbers in letters and other material written in paragraph form.

#### General Rules

(1) Write a number at the beginning of a sentence in words. If the number is very large, it may be advisable to recast the sentence so that the number will not fall at the beginning.

Twelve dozen pairs of shoes were ordered last week.  
Six thousand dollars is the goal of the drive.

(2) Round numbers (numbers in even units, such as tens, hundreds, or thousands) should be spelled in full, except when they are used in the same sentence with other numbers that cannot be expressed in words conveniently.

We saw him ten days ago.  
There were more than fifty pages in the report.  
They sold machines ranging in price from \$2 to \$184,300.

Large round numbers may be written in words or figures according to the writer's preference or the nature of the copy being written. For example, if only one large round number is used, it probably should be written in words; but in writing of a business nature in which a large number of figures are used in other sentences or paragraphs, a large round number should be written in figures.

(3) If several numbers are used in a sentence in a similar construction, write all the numbers in figures, unless all are small or are round numbers that can be written easily in words. If the first word is a number, it may be written out even though the other numbers are written in figures; but it may be possible to improve the sentence by recasting it so that the first word is not a number.

The order called for 115 English books, 125 arithmetic books, and 68 spelling books.

He bought three ties, six shirts, and ten handkerchiefs.

Ninety-nine men, 927 women, and 783 children were counted in the census.

In the census 99 men, 927 women, and 783 children were counted.

When a small number is used in the same sentence with a large number but not in a similar context, it may be written in words.

I asked two men what caused the deficit of \$252,980.

(4) When one number immediately follows another, it is advisable to spell out the smaller number and to express the larger one in figures.

She purchased 25 three-cent stamps.

He bought three 25-cent notebooks.

(5) When one unrelated number immediately follows another, the two numbers should be separated by a comma.

In 154 new charge customers were granted credit.

### Addresses

(1) Express house numbers in figures, except for house number *One*.

Virginia lives at One Riverside Drive; Mary, at 1948 Sutton Street; and Esther, at 8 Shady Lane.

(2) Spell out street names that are numbers up to twelve. When a street has a number as its name, separate the house number from the street number by a comma. The letters *d*, *st*, or *th* may be added to the number that represents a street name.

He moved from 681 Ninth Street to 957, 66 Street.

Our office is located at 201, 121st Street.

### Dates

(1) After the name of a month, use figures to express the day.

Your letters of May 3, 5, and 10 were answered in full on May 12.

(2) When the day of the month stands alone or when it precedes the month, it may be written in figures with *d*, *st*, or *th* added, or it may be spelled out.

We enclosed a check for \$100 in our letter of the 15th of April.  
In your letter of the 6th you asked for our price list.  
In your letter of the sixth you asked for our price list.

### Amounts of Money

(1) Sums of money, whether in dollars or in cents or in foreign denominations, should be typed in figures except in legal documents.

The amount of the invoice is \$567.93.

(2) Even sums of money are written without the decimal and ciphers.

He sent a check for \$157 in payment of our recent invoice.

(3) When stating cents, use the figures without the decimal and spell out *cents*.

She bought a handkerchief for 25 cents.

(4) In legal papers spell out sums of money; write figures in parentheses.

I agree to pay the sum of Three Hundred Ten Dollars (\$310).

I agree to pay the sum of Three Hundred Ten (310) Dollars.

### Fractions and Decimals

Simple fractions that stand alone are usually written in words. Mixed numbers and decimals are written in figures. When a decimal fraction is not preceded by a whole number, a cipher is used before it unless the decimal itself begins with a cipher.

He ordered one-half dozen notebooks.

The average age of stenographers in our office is 22½.

The average age of stenographers in our office is 22.5.

The quotient, 0.438, was obtained swiftly on the calculator.

### Quantities and Measurements

Quantities and measurements should usually be written in figures, as in the following examples:

(a) Age (exact)—

She is 22 years old.

(But use words in expressing approximate age; as, She is about twenty years old.)

(b) Balloting results—

There were 3,987 votes in favor of the amendment and 1,013 votes against it.

(c) Dimensions—

We use paper of a standard size,  $8\frac{1}{2}$  by 11 inches.

(Spell *by* in full, except in technical matter where *x* is used for *by*.)

(d) Distance—

It is 5 miles from my house to my office.

It is 2,098 miles from Honolulu to San Francisco.

(When the distance is a fraction of a mile, use words; as, The railroad station is one-half mile away.)

(e) Market quotations—

We bought General Utilities 5s at  $101\frac{7}{8}$ .

(Note that in market quotations it is customary to express the plural of figures by adding the *s* without the apostrophe.)

(f) Mathematical expressions—

The total is found as follows: 112 plus 37 plus 51.

(g) Measures—

We raise 150 bushels on every 3 acres.

The table shows that 231 cubic inches equal 1 standard liquid gallon.

(h) Percentages—

He computed interest on the note at 6 per cent. (Spell *per cent* in full.)

(In business writing the per cent sign (%) is often used to express per cent; as, He purchased two 10-year, 6% bonds.)

(i) Serial numbers—

Policy No. 374122 is a fire insurance policy of the type discussed in Bulletin No. 28.

(j) Temperature—

The highest official temperature record for Cincinnati, Ohio, is 108°.

(k) Time—

The train leaves at 8:15 a.m.

(But spell the hour in full when *o'clock* is used in stating time; as, The office closes at five o'clock.)

(l) Weights—

It takes 2,240 pounds to make 1 long ton.

### Miscellaneous

(1) Page numbers are written in figures. Roman numerals are usually used for major divisions of books, such as chapters, and Arabic numerals for minor divisions.

The information is given in Figure 5 of Part 2, Unit VIII, page 269.

(2) Sessions of Congress and the identifying numbers of military bodies and political divisions are written in words.

Joe Brown, of the Tenth Ward, was elected to the Forty-fourth Congress.

The Eighteenth Infantry will soon move into new quarters.

### PROBLEMS

1. Most of the following sentences contain one or more errors. Rewrite the incorrect sentences; correct all errors.

- (1) 12 items on the order have not yet been received.
- (2) There were 1,000 items in the shipment.
- (3) We have written for 102 bulbs, ten rose bushes, twenty peonies, and 97 tomato plants.
- (4) The two invoices came to a total of \$367.98.
- (5) She had 2 10-dollar bills in her purse.
- (6) The address of the school is 1 Main Street; the address of the library is 2100 Race Avenue.
- (7) The purchase amounted to 98 cents.
- (8) The apartment building is ten miles from town.

- (9) The note bore interest at the rate of six per cent.
- (10) We paid \$798 for the furniture.
- (11) There were 15,962 votes for the bond issue and one thousand thirty against it.
- (12) The investor paid one hundred sixty for the stock.
- (13) Their office is located at 3578 10th Street.
- (14) The paper was standard size, eight and a half by eleven inches.
- (15) There were four gallons in the tank.
- (16) The table was advertised at a sale price of \$45.00.
- (17) \$12,000 is the amount the owner is asking for the house.
- (18) His letter of June 10th was answered on June 25th.
- (19) The invoice was mailed on the thirty-first of the month.
- (20) The teacher ordered  $\frac{1}{2}$  dozen textbooks to take care of the new students.
- (21) The difference between the two amounts, .6254, is not great enough to cause trouble .
- (22) The result is found in the following manner 235 minus 24 plus 62.
- (23) The office hours are from 9 o'clock in the morning until 5 o'clock in the evening.
- (24) The insurance agent delivered policy no. 364390 to the businessman.
- (25) The low temperature for the twenty-four hour period was fifty-two degrees the high temperature was seventy one degrees.

2. Most of the following sentences contain one or more errors. Rewrite the incorrect sentences; correct all errors.

- (1) In 1889 4 states were admitted to the Union.
- (2) The letter was 3 pages long.
- (3) 35 men, 31 women, and 17 children attended the picnic.
- (4) Harvey Dearworth lives at 219 62nd Street his father lives at 2 West 8th Street.
- (5) The June bill amounted to \$16.74 the July bill amounted to \$18.00.
- (6) A payment of four hundred (\$400) dollars shall be made annually.
- (7) In your letter of the 16 an error appeared in the quotation on seventy-four engines.
- (8) The boy is eight years old; his sister is six years old.
- (9) On their trip they traveled over two thousand miles and drove through six states.
- (10) They sold Union Packages 6's at 105 and one half.
- (11) The bank charged four per cent interest on the six hundred dollar loan.

- (12) The room was ten by eighteen feet.
- (13) The grapes were sold for \$.37.
- (14) We shipped the goods on August tenth you should have received them by the fifteenth.
- (15) In 1949 eighteen desks, thirty typewriters, and twenty chairs were added to the office equipment.
- (16) Our catalog lists twenty-two items at \$0.50 eighteen items at \$3.00 one hundred items at \$4.50 and 216 items at \$5.00.
- (17) He had three appointments in the afternoon one at 1.15 one at 2.30 and one at 4.10.
- (18) The temperature in the refrigerator was fifty-seven degrees.
- (19) The chart is given on page twenty of Volume ii.
- (20) The forty-third Congress was adjourned after a heated debate.
- (21) Standard scores were compiled for only six of the eight bookkeeping tests for only two of the four law tests and for only three of the eight typewriting tests.
- (22) The price list gave a short description of each of the one thousand two hundred thirty-three items sold by the company.
- (23) The package weighed five pounds and thirteen ounces.
- (24) A charge of 25 cents was made for the delivery.
- (25) Three offices were enlarged when the company remodeled its quarters.

3. Most of the following sentences and paragraphs contain one or more errors. Rewrite the paragraphs containing incorrect sentences; correct all errors.

- (1) Please accept this letter as a reminder of the premium payment of \$225.50 due on policy thirty-seven hundred. December 31st was the effective date of the policy; the premium is now 30 days overdue.
- (2) The analysis revealed a total of one thousand two hundred fifty-one items. The most expensive item retailed at \$29.95; the least expensive, at \$0.75. The average price was ten dollars and fifteen cents.
- (3) The suit of clothes was purchased by Mr. Howard Adams, who lives at 1264 East 9th Street.
- (4) The catalog number of the desk we wish to buy is number 312. The desk is illustrated on page 13 of the catalog; it is listed at \$35.00, f.o.b. Detroit.
- (5) This baby's blanket is 100% wool, measures 40x40 inches, weighs a pound and one-half, and sells at \$3.00.
- (6) The salesman, working on a door-to-door plan, sold ninety-six articles, ranging in price from \$.30 to \$5.95.

- (7) Clerk no. forty-six helped in taking the inventory of two departments in the department store. In the first department the inventory showed a total of 1,265 articles on hand; in the second department the inventory showed a total of four thousand articles on hand. Therefore the two departments had a grand total of five thousand two hundred sixty-five articles.
- (8) The circular, which was sent to ten thousand charge customers, was made up by the heads of four departments, each of whom wished to advertise two articles priced somewhat under \$10.00.
- (9) The class of thirty students chose two of the students to write a letter of inquiry to a local department store. Each of the students wrote a two-page letter in which ten questions were asked. The letters were mailed on October 11th; they were answered by the general manager of the department store on October 20th.
- (10) When the president of the company retired, he began to draw a monthly income from his twenty thousand dollar annuity no. 578901 within four weeks after the date of his retirement.

## REVIEW

### 1. Rewrite the following sentences. Correct all errors.

- (1) The banquet was held in eldred hall at 8 o'clock.
- (2) They were forbid to hold any more meetings at the spring-field youth club.
- (3) If the class wins the prize can it have permission to have a class picnic?
- (4) The three first winners were Johnson, Frye and Carvel.
- (5) There were as a matter of fact four deciding factors 1 the scholastic rating of the student 2 the general deportment of the student 3 his personality and 4 his popularity.
- (6) If this was saturday we would be starting on our two week trip.
- (7) Of the three dresses I like the pink one better.
- (8) The girl scout leader as well as the girls in the troop were unable to climb the hill real fast.
- (9) The new teacher professor ray arnold has 2 classes in english 3 classes in accounting and one class in typewriting.
- (10) The boy and girl who you saw yesterday is brother and sister.
- (11) She read the article, "Easy Come, Easy Go."

- (12) You should not take it for granted that I am one of those people who is persuaded easy.
- (13) After arranging for the meeting Dr Jones doubted but that he would be able to attend it.
- (14) We will try and complete this work by noon except you think it is not necessary for us to do so.
- (15) The teacher ordered the book, *Alegebra in Simple Terms*, for reference purposes but she conducted her classes before it arrived.
- (16) Many a capable man have too many responsibilities.
- (17) The man's work was increased because of his assistant resigning.
- (18) The reference was to Page 60 in volume III of the series.
- (19) The letter was addressed to professor Harmon D. Shaw, who teaches Accounting in the college of commerce.
- (20) We will go except the weather turns colder.

2. The following letter has been correctly divided into paragraphs, and the individual sentences have been numbered for your convenience. All punctuation, however, has been omitted. Rewrite the letter with all necessary punctuation. Correct any errors you may find. In your version do not number the individual sentences.

July 23rd, 19—

Mr C R Kramer  
1790 East 1st Street  
Chicago 18, Illinois

Dear Mr Kramer:

(1) It is with regret that I must decline to grant your request of March 25th asking for leaves of absence for cadets Hayes and Kramer from friday april 4th until sunday april 6

(2) Saturday with us is a school day monday being our weekly holiday (3) The best I could do for you would be to permit them to leave here saturday afternoon after their duties are over about 3 o'clock to return sunday afternoon in time for parade at 4 o'clock. (4) I might add too that this privilege is dependent upon certain other factors they must have their parents approval and must be free from any special duties

(5) Will such an arrangement be agreeable to you

Very truly yours,

## Unit III

# UNITY, COHERENCE, AND EMPHASIS

### SECTION I

#### SENTENCE UNITY

**What "Top Management" Thinks about the Subject You Are Studying.** "Ability to handle your language effectively," writes the president of a leading American air transport company, "and to express thought and action clearly is, beyond the slightest doubt, of great value to anyone in the business world. Clear thinking, accurate writing and speaking, and good appearance are all attributes eagerly sought by all executives. It would be impossible," concludes this executive, "to give too much emphasis to these high qualities."

Whether you find your life work inside or outside air transport, you will find the twentieth-century pace swift indeed. To meet its challenge, you must turn in part to clearer expression, because you will find that it has a market value, that it enlarges your business output, and that it increases your personal power. Leading to the attainment of these aims is the control of sentence unity.

**Sentence Unity.** The principle of unity requires that a sentence contain *only one main idea*. Modifying ideas may be attached, but the main idea must be left in supreme command. In order that unity may be assured, two rules must be observed:

- (1) Do not omit anything necessary to an understanding of the main idea.
- (2) Do not include anything that is not needed.

**Fragment Fault.** A sentence is more than "just a group of words." A group of words, to be a sentence, must have at least one independent subject and predicate. If it has not, it falls into the fragment fault. This is the fault of pointing off part of a thought as if it were an independent unit. Usually the error takes the form of separating a subordinate clause

from the independent clause and punctuating it as a separate sentence.

- Fragment fault: Each day we are coming into contact with pressing problems. Which require immediate solution for the good of business.
- Corrected: Each day we are coming into contact with pressing problems which require immediate solution for the good of business.
- Fragment fault: This is the usual procedure. Although there is no reason why we cannot modify it.
- Corrected: This is the usual procedure, although there is no reason why we cannot modify it.
- More emphatic: Although this is the usual procedure, there is no reason why we cannot modify it.

**Loose Hook-up Fault.** A good writer includes in a sentence nothing that is not needed. One idea should not be hooked to another unless it is needed to round out the thought or unless it is so related that it helps to clarify the thought. A careless string of *and's* and *but's* between equal and loosely related ideas flattens writing into a weak hodgepodge. The effect of joining two loosely related thoughts between a capital and a period is stringy and unpleasant.

- Loose hook-up: Our company maintains a research division, *and* the home office is in New York.
- Better: Our company maintains a research division.  
The home office is in New York.
- Confusing: The report shows many ways in which our Standard machine can be used, and your business should profit from increased efficiency and decreased costs, but a trial of the machine will cost you nothing, and we suggest that you send in the enclosed card at once without delay.
- Clear: Your business should profit from increased efficiency and decreased costs through the multiple use of our Standard machine. A trial costs you nothing. Why not put the card in the mail today?

Even when the ideas are well connected, a sentence is sometimes allowed to become so long that it is difficult to follow the thought. In such cases it is a sensible precaution to divide the material into units easier to grasp.

**Omission of Words.** Clearness is the object for which every writer strives. It is a great mistake to think that a hasty and telegraphic kind of dictation, in which words are omitted at random, adds anything to business brevity or to clearness. Exactly the opposite is true. It is not good form to put the reader to the labor of supplying missing words.

**Crude:** Your letter of Jan'y 10th rec'd. Glad to see that order suited. Was sure it would meet with satisfaction. Wish to state you can depend on us at all times. Credit terms mentioned satisfactory. Hoping for further business. Y'rs.

**Right:** It is pleasing to know from your letter of January 10 that our shipment exactly suited you. You can depend on our filling all your orders promptly. The credit terms you suggest are satisfactory.

**Follow safe usage:** Do not omit any word necessary to a quick understanding of the sentence. Such omission not only fogs clearness but also mars courtesy.

**Comma Fault.** The comma fault—the placing of a comma between two complete ideas when a period is called for—is a serious violation of unity.

**Wrong:** Here are two copies of our report, these summarize our annual operations.

**How to correct the comma fault:** Substitute a period for the comma and begin the following word with a capital.

**Corrected:** Here are two copies of our report. These summarize our annual operations.

**A second way to correct the comma fault:** Supply connecting words that show the proper relation between the two clauses.

**Corrected:** Here are two copies of our report, *both of which* summarize our annual operations.

## PROBLEMS

1. Rewrite each of the following as one sentence. Insert the necessary punctuation.

- (1) There will be a meeting of the executive committee at ten o'clock. The members of the committee being Saunders, Puckett, and Ames.

- (2) Believing that you will want an analysis of the sales for November. We have sent you the figures.
- (3) To follow the plan is to assure success. Success that will surprise you all.
- (4) He chose as his subject television. First, because it has had amazing growth and, second, because it is an important commercial development.
- (5) He declared that such procedure would not be practical. And that it would be too expensive in the long run.
- (6) The curve of production will not rise. Although it should continue on the present level for some time.
- (7) The report was well received, although they discussed it they did not pass any motion.
- (8) He then announced a change in sales plans, this, he said, was to meet the new competition.
- (9) Seemed an unusual chance for expansion. However, the directors declined to approve.
- (10) We have two grades of bond paper that you may wish to consider for your letterheads. Samples of which we are sending you under separate cover.

2. Rewrite each of the following as one or more sentences. Correct all errors and insert the necessary punctuation.

- (1) Wish to thank you for your letter the 27th giving me the information about interior furnishings.
- (2) I was glad to receive the reports. As these are just what I needed to complete the list.
- (3) When do you think the first shipment ought to be on the way, please let me know.
- (4) In respect to the chairs and end tables, are leaving South Boston tomorrow Thursday.
- (5) This morning we sent you a telegram. Addressed to you at the company office.
- (6) If you aren't going to be there wish you would let me know by wire and have somebody ready to receive shipment which must be signed for and will you be sure to confirm by letter to me.
- (7) Do not know whether the Standard fittings will be suitable for the reinforcements or not so be on the lookout for something better because this is important don't you think.
- (8) Have not been able to get in touch with Sam Brown, I don't believe he would be in a position to fill future orders anyway.
- (9) We hope to move into our new building by the 1st of next mo. and I believe business is improving.
- (10) Hoping for your confirmation in the near future.

## SECTION 2

### SENTENCE COHERENCE

To put straight thinking on paper is something every business person would like to be able to do. You can develop this ability through learning to control sentence coherence.

**Sentence Coherence.** Coherence, the quality of *hanging together*, is essential in the writing of business sentences. To hang words and ideas together *in such a way that their intended meaning cannot be misunderstood* is to assure coherence. Good coherence prevents double meanings and fogginess, two costly errors. The misreading of business letters because of misplaced words, inexact connections, and poorly arranged ideas costs American business huge sums each year. To send a clear message through the mail, the writer must arrange words so that the sentences carry the meanings intended.

**Put Words in the Right Order.** Put modifiers next to the words they modify. Grammatically related words should be joined as snugly as possible within the sentence.

- |                        |  |
|------------------------|--|
| <b>Not clear:</b>      | The reviewer points out that the book discusses the principles that guide in writing effective adjustment letters in a preceding chapter with clearness. |
| <b>Better:</b>         | The reviewer points out that in a preceding chapter the book discusses with clearness the principles that guide in writing effective adjustment letters. |
| <b>Faulty meaning:</b> | He saw the Empire State Building towering high into the sky from the middle of the Hudson.   |
| <b>Corrected:</b>      | From the middle of the Hudson, he saw the Empire State Building towering high into the sky.  |
| <b>Faulty meaning:</b> | He is reported to have sold a city lot to a business acquaintance with a hundred-foot depth and an eighty-foot frontage.                                 |
| <b>Corrected:</b>      | He is reported to have sold to a business acquaintance a city lot with a hundred-foot depth and an eighty-foot frontage.                                 |

**Where to Put *Only*, *Alone*, *at Least*, and Other Modifiers.** See that *only*, *alone*, *at least*, and other such modifying words and phrases are placed close to the elements they modify. Usually the best position is right *before* the element modified.

In the following sentences note how the meaning changes with the shift of the modifier *only*:

1. *Only* they could get the speaker to deliver one address to the business conference. [Meaning: They alone, no other group, could persuade the speaker to do it.]
2. They could get *only* the speaker to deliver one address to the business conference. [Meaning: They could persuade this speaker alone to deliver an address; *or* They could persuade this speaker alone to limit himself to one speech.]
3. They could get the speaker to deliver *only* one address to the business conference. [Meaning: one address and no more.]
4. They could get the speaker to deliver one address *only* to the business conference. [Meaning: one address and no more; *or* the business conference alone and to no other group.]
5. The speaker delivered one address to the *only* business conference in the eastern area. [Meaning: no other conference held in that locality.]

**Connect Action to the Right Agent.** Always *connect an action to the right agent*. To set up a false connection is to clog clearness and befog the meaning. In business this costs money; in writing it is bad form.

Wrong: (dangling participle): *Speeding* rapidly down Wall Street, *the Stock Exchange* came into sight.

Right: *Speeding* rapidly down Wall Street, *we* came into sight of the Stock Exchange.

Wrong: When *classified* and *indexed*, *you* may have the manuscript for a first reading.

Right: When *classified* and *indexed*, *the manuscript* may be submitted for your first reading.

Right: (an equally good method): When the manuscript has been indexed, *you* may have it for your first reading.

Wrong: The cable from European headquarters came in at the very moment *the board* had *adjourned* and *canceled* the proposed sales plan. [Fault: The cable, not the board, canceled the plan; but the meaning is falsely reversed.]

Right: At the very moment the board had adjourned, *a cable* from European headquarters *came in* and *canceled* the proposed sales plan.

**Give Parallel Ideas Parallel Form.** When ideas are parallel in character and alike in importance, use a similar structure to bring out the parallelism. When two or more parts of a sentence have the same relation to the main thought, give them parallel form. Hence *avoid shifts in construction*.

*Ineffective*

Please recommend a man who can take charge of the office and to supervise correspondence. [Noun and infinitive phrase]

We make a point of having our local representative follow up all orders promptly, and that he should be careful as to details. [Phrase and clause]

Selling, adjusting, and to collect bills are not always easy tasks. [Noun, noun, and infinitive phrase]

The turn of the year is considered the best time for reinvesting dividends and to check up inventories. [*For* and *to*]

*Parallel*

Please recommend a man who can take charge of office routine and correspondence supervision. [Noun and noun]

We make it a point that our local representative should follow up all orders promptly and that he should be careful as to details. [Clause and clause]

Selling, adjusting, and collecting are not always easy tasks. [Noun, noun, and noun]

The turn of the year is considered the best time for reinvesting dividends and for checking up inventories. [*For* and *for*; or *to reinvest* and *to check*]

**Use Joining Words Accurately to Get Parallel Structure.** Apply the rule of parallel construction to words, phrases, and clauses joined by correlatives. Familiar correlatives, or joining words, are *either . . . or*, *both . . . and*, *neither . . . nor*, *not only . . . but also*. See that the same structure follows each member and that the ideas are logically related.

*Wrong*

Send *either* the order at once, or *cancel* it.

Such a system forecasts *not only* trends, *but also* suggests the extent of the cycle.

We ask you to delay *neither* the shipment *nor* *must* you be late with the confirmation.

*Right*

*Either* send the order at once, or *cancel* it.

Such a system *not only* forecasts trends *but also* suggests the extent of the cycle.

We ask you to delay *neither* the shipment *nor* the confirmation.

**Be Sure to Complete Comparisons.** Comparisons are often left incomplete. The result is confusing. Parallel structure will avoid the fault or will correct it if it occurs.

*Wrong*

The office location in Chicago is better than St. Louis.

The production curve of this company is rising faster than any other company.

They like this model better than any in the list.

*Right*

The office location in Chicago is better than *that* in St. Louis.

The production curve of this company is rising faster than *that* of any other company.

They like this model better than any *other* in the list.

**Hold the Same Point of View.** To avoid shifts in construction, avoid illogical shifts in point of view. Keep person, number, and voice parallel.

*Wrong*

For the patronage *you* have given us, we wish to thank all *our* customers.

A *person* working for this organization has to watch *their* sales record constantly. [False agreement]

*I* send my orders to the wholesaler from whom *you* get prompt shipment.

*I can write* selling copy, and making layouts *has* also been *mastered* by me.

*Right*

For the patronage *they* have given us, we wish to thank all *our* customers.

A *person* working for this organization has to watch *his* sales record constantly. [True agreement]

*I* send my orders to the wholesaler from whom *I* get prompt shipment.

*I can write* selling copy and *can make* effective layouts.

**Keep the Reference of the Pronoun Clear.** A sentence is ambiguous when either of two words may be interpreted as the antecedent of a pronoun.

Ambiguous: When our manager talked with Mr. Devinne, he felt certain that the report would be done by noon.

Which of the men, our manager or Mr. Devinne, expected the report to be finished by noon? A small change in the wording makes the meaning clear:

Clear: Our manager felt sure, when he talked with Mr. Devinne, that the report would be done by noon.

Clear: Mr. Devinne felt sure, when our manager talked with him, that the report would be done by noon.

In the case of relative clauses, avoid the ambiguity by placing the clause near the noun it modifies—the antecedent of the relative pronoun.

**Ambiguous:** Consumers are sure to be aware of modern improvements in retail stores that are in touch with new business methods.

**Clear:** Consumers who are in touch with new business methods are sure to be aware of modern improvements in retail stores.

A noun or pronoun used as the antecedent of a relative pronoun should be in the nominative or objective case—not in the possessive.

**Inferior:** They inspected a club's headquarters that has occupied the same premises for a half century.

**Better:** They inspected the headquarters of a club that has occupied the same premises for a half century.

The use of a pronoun to refer to a clause should be avoided.

**Faulty:** He has delivered the wrong machine, which means that we must wait until tomorrow.

**Improved:** He has delivered the wrong machine and has thus caused us to have to wait until tomorrow.

**Improved:** Since he has delivered the wrong machine, we must wait until tomorrow.

## PROBLEMS

1. Rewrite the following sentences. Shift the order of the words and, if necessary, change the construction so that there can be no misunderstanding as to the meaning.

- (1) Wisconsin as a state is famous for producing dairy products the world over.
- (2) On the first page of a four-page letter the secretary can lay out a handsome message before the mailing piece is put into the mail with a typewriter.
- (3) The new gasoline-electric railway cars can save much money for the railroads by putting them on short runs when they want to accommodate light traffic.
- (4) A letter sent to a person with a notice of an account due inside is called a collection letter.
- (5) The adding machine in the president's office which had been cleaned and adjusted was in good condition.

2. At the end of each sentence is a word or a phrase in parentheses. Insert each word or phrase in as many places as logically possible in the sentence. Be prepared to distinguish between the meanings of any two forms that you have given.

- (1) You have ten days in which to seize this offer. (*only*)
- (2) You should finish by noon. (*at least*)
- (3) The salesmen of this company did it. (*alone*)
- (4) The correspondence supervisor intends to check one fourth of the letters every two weeks. (*at least*)
- (5) After the meeting the secretary said he would send for a special messenger. (*immediately*)

3. Rewrite the following sentences. Correct any false connections that you find.

- (1) They saw the towering mountains driving along the ocean.
- (2) Seated in the helicopter, the mountain came into our view.
- (3) When examined carefully, you will see some interesting new points on the diagram.
- (4) We viewed a beautiful lake driving to San Francisco.
- (5) After determining whether the figures total correctly, the ledger is ready for the next step.

4. Rewrite the following sentences. Apply the principle of parallel structure in correcting the weaknesses.

- (1) He was responsible for putting in that order, and the charges were paid for in full by him.
- (2) He urged me to give my business to those firms from which you get the quickest service.
- (3) The applicant states that he has had training in letter writing and that collection procedure has also been handled by him in his previous position.
- (4) We call your notice to the fact that you still owe a hundred dollars on account and all future payments should be made to the new address.
- (5) A person makes rapid progress only through courtesy, and you should therefore cultivate tact.

5. Rewrite the following sentences. In your versions be sure to keep the references of the pronouns clear.

- (1) Thank you for your order for the six coal stoves which came today.
- (2) In our letter of June 20 we requested payment for the shipment of cutlery sent you on May 2 which was due on June 1.
- (3) A cross-section blueprint is enclosed with this letter which gives complete and accurate details.
- (4) Marshall Bell told Samuel Tomlinson the other day that he would be promoted to assistant treasurer.
- (5) I saw your advertisement in last night's *Evening News* and want to be considered as an applicant for it.

## SECTION 3

### SENTENCE EMPHASIS

**Put the Most Important Thoughts in the Most Emphatic Places.** One of the great language improvements of our time is putting the most important ideas in the most emphatic places. Known as emphasis, this quality is essential in the writing of business sentences.

**Sentence Emphasis.** Emphasis gives force and adds thrust to a sentence that is already clear. In the business message each sentence should deal with one main idea (UNITY). The material in the sentence should fall into place in a way to make the meaning clear (COHERENCE). When appropriate, added force should thrust the meaning into even the most reluctant mind (EMPHASIS). In all your writing try to make those shifts in sentence structure that put the important ideas in the important places.

**Important Ideas Deserve Important Placement.** A person's hat and shoes are conspicuous. Similarly the beginning and the ending of a sentence gather special attention and are therefore logical spots for ideas of prominence that you wish to emphasize.

- |                 |   |
|-----------------|---|
| Less effective: | One way of improving ability to write well is to use a good handbook whenever you feel puzzled. |
| More emphatic:  | To improve your skill in writing and to settle questions that puzzle, use a good handbook.      |
| Also stronger:  | A good handbook helps to settle puzzling questions and to improve writing skill.                |

Reading keeps the human brain busy. Help the reader to seize the important points. When a speaker stresses certain words or larger elements, you know that he regards these as important. You *hear* him emphasize. But in writing, emphasis must be *secn*. Words that you emphasize by vocal stress in speaking, you must emphasize *by position* in writing.

**Choose the Right Place for Important Words.** The beginning and the ending of a sentence, a paragraph, a letter, or a book are the parts—it should be stressed again—that most forcibly impress the reader. The force of a sentence is increased if the sentence is so arranged as to bring the important words at the beginning and the end, and the others, such as connectives and modifying phrases, in the middle.

In the opening sentence of a letter, for example, reference to the date, and sometimes to the subject of the letter to which it is a reply, is necessary. But this date and subject reference is *not* the part that should be emphasized. Usually words to express this reference can easily be placed in the middle of the sentence.

Inferior: In reply to your letter of July 29 inquiring about the building agreement, we are glad to say that the contract has been signed.

Improved: We are glad to say, in reply to your inquiry of July 29, that the contract has been signed.

To violate this principle of emphasis by placement may cost you the attention of your reader. You may make him search so long for the meaning that he may become weary and quit. Make the reader's task as light as possible by stressing prominent ideas. Put them in places of force.

**How to Handle the Words *However, Therefore, Nevertheless, Moreover, Also*, and the Like—to Preserve Emphasis.** For the sake of beginning or ending the sentence with words that deserve distinction, it is often an advantage to place *however, therefore, nevertheless, moreover, also*, and the like within the sentence. Such words should be placed early in the sentence so that their qualifying effect is seen at first glance.

Less emphatic: The manager is strict in enforcing the rules.  
However, the record shows that he is just.

Improved: The manager is strict in enforcing the rules.  
The record shows, however, that he is just.

**Note:** This caution includes such expressions as *I think* and *it seems to me*. Do not place these particles and expressions at the end of clauses.

**Inferior:** His method is the one we ought to use, I think.

**Improved:** His method is, I think, the one we ought to use.

**Climax for Emphasis.** Useful and sometimes highly effective is the arranging of words, phrases, and clauses in a series of rising force. The sentence gains momentum and ends with great power. This device, known as climax, strengthens all writing.

**Emphasis by climax:** “. . . and that government of the people, by the people, for the people, shall not perish from the earth.”

A boy who is taught to save his money will rarely be a failure; will rise to success in his profession; will forge ahead in the estimate of his fellowmen.

The planned budget is so sure, so strong, and so necessary that no great empire can long exist without it.

**Balance or Contrast for Emphasis.** Balancing one idea against another in the same sentence lends added power to both. In this type of sentence the words and the phrases of one part correspond in form and position with those of the other part. The effect is artificial; yet if it is not used too often, it adds strength.

**Emphasis by balance:** The one is a man of action; the other, a man of thought.

In emphasis by contrast, or antithesis, the balance of word against word need not be observed, but ideas are contrasted in such a way as to lend force to each other.

**Emphasis by contrast:** In business as in life, “Character is what we are; reputation, what people think we are.”

“Read not to contradict and confute, but to weigh and consider.”

True selling is the art of introducing to a man something he needs; not the art of tricking a man into buying something that he does not want.

Position, climax, balance, and contrast are forceful tools with which to give a sentence energy and momentum.

**Periodic Sentences Lend Emphasis.** A periodic sentence is one in which both the main clause and the meaning are incomplete until the end is reached. Such a sentence keeps the reader in suspense. It spurs his curiosity. It holds back the

important point until the close. Not until the whole sentence has been completed does the reader know the full meaning. The loose sentence, on the other hand, may blurt out the most important point in the opening clause. Then may come phrase after phrase, clause after clause, strung together as long as the sentence will stand the strain. Yet a sentence may be seriously weakened if it is allowed to trail off into an unimportant element. Amateurs often make this blunder.

#### *Periodic*

After the pupils had reviewed the lessons for the term and the teacher had illustrated each of the main points on the blackboard, the class happily adjourned for the long Christmas vacation.

To help solve many of its daily problems, our company has set up, at the home office in Chicago, a well-staffed research department.

#### *Loose, Less Effective*

The class happily adjourned for the long Christmas vacation after the pupils had reviewed the lessons for the term and the teacher had illustrated each of the main points on the blackboard.

Our company has set up a well-staffed research department to help solve many of its daily problems, this department being located at the home office in Chicago.

Of course, it would not be wise to make all your sentences periodic. If you did, your manner of writing would be stiff and unnatural. But there is little danger of your overdoing the periodic style. The author has yet to see an example of a student whose writing has become "too periodic." Hence, write in the periodic form when it best fits your thought.

**Subordination, a Powerful Device for Emphasis.** The only way the mind can detect the importance of an idea in writing is to watch the flow of the word groups. This quality is to writing what modulation and pitch and loudness of tone are to speaking.

The principle of subordination requires that one statement be made independent and that the others in the sentence be made subordinate to it. In brief, you subordinate one idea to another by using a suitable connecting element to show the subordinate relation of one clause to another.

The most important statement, of course, deserves the command. The less important thoughts should yield to its leadership. Yet, in hastily dictated business letters, the best ideas are often overlooked because they have been hidden away in subordinate clauses. Meanwhile a trivial idea creeps into a main clause and parades under false colors. Do not make the first statement, whatever it happens to be, always the main clause. If the first statement is unimportant, subordinate it. This subordination is one secret of effective writing.

*Emphasis Inverted*

I think that Mr. Isham did wrong in accepting the presidency of a corporation, the operating principles of which he could not approve.

*Emphasis Correctly Placed*

In accepting the presidency of a corporation, the operating principles of which he could not conscientiously approve, Mr. Isham, I think, did wrong.

At the left, the least important statement, *I think*, is made the main clause and awarded an important position. On the other hand, *Mr. Isham did wrong*, the main statement, is put in a subordinate relation and hidden away in the middle of the sentence, the least emphatic place. In the rearrangement at the right proper emphasis is provided.

**Finally: Let Conciseness Yield Emphasis.** The fewer the words used to express an idea, the clearer the thought stands forth—if it has been made complete. Modern times demand brevity. Completeness and courtesy must be assured; but to accomplish these aims, just enough words should be used.

**Strike Out Needless Words.** A sentence that is already clear and correct can often be made more forceful through the use of the principle of conciseness. Let your sentence contain only enough words to express the idea to be conveyed.

**Wordy:** Within a short time after the receipt of the report from your company, we set ourselves almost immediately to the task of putting its principles into effect in connection with our own operations. (33 words.)

**Improved:** Shortly after receiving your company report, we began applying its principles to our own operations. (15 words.)

## PROBLEMS

1. Rewrite the following sentences so as to place in positions of emphasis the words or expressions that you consider most important.

- (1) The lawyer advised the credit manager to file suit at once if collection could be forced, in his opinion.
- (2) Among recent arrivals at the school were two Hawaiian students, I am informed by the principal.
- (3) John Evans is an unusually bright student, as far as we know.
- (4) That store has the largest inventory in its history, unquestionably.
- (5) We can tell you of various ways to get the most benefit from your heating system, for example.
- (6) Our representative would like to demonstrate our midget machine, which is one of the most efficient on the market, as you probably know.
- (7) We enclose a list of customers who should be interested in your product, according to our records.
- (8) The following analysis shows the improved condition of our business, based on data taken from our sales records.
- (9) There are six order interpreters and nine shipping clerks to expedite the filling and shipping of orders, to be specific.
- (10) You must practice many hours to attain the needed skill, if speed in operating the machine is your goal.

2. Rewrite each of the following sentences so as to balance one idea against another or to contrast the ideas in the same sentence.

- (1) Brown and Dawson are men of action and of thought, respectively.
- (2) Although the principal was strict in his methods, the vice-principal believed in leniency.
- (3) It is good to have knowledge, but putting that knowledge into practice is even better.
- (4) The desk had a glossy finish, but the chair was dull.
- (5) Read not only to have pleasure, but also read as a means of improving your mind.
- (6) Although bookkeeping is a means of providing records of what a business has done in the past, it does not prophesy the future of a business.
- (7) True teaching is the art of making a student think for himself instead of the art of thinking for him.
- (8) The girl was quick in her movements, while her brother acted slowly.

- (9) Life is what we make it; it is not just what is decreed by chance.
- (10) His first two books were on the subjects of American history and European history, respectively.

3. Rewrite the following "loose" sentences for better emphasis.

- (1) Our firm maintains a special department for the purpose of helping to solve unusual problems in letterhead designing, this special department being set up at Sacramento.
- (2) The student improved his assignment by writing and re-writing his theme, sentence by sentence, carefully checking the accuracy of all the references.
- (3) The chairman of the board presented his recommendations after the figures had been analyzed and the necessary reports had been prepared by his assistant.

4. The following weak sentences fall into the childish *so* habit. Such sentences can often be made strong by using an infinitive phrase, a participial phrase, or a subordinate clause in the manner illustrated on page 68. Recast each sentence in two of the ways shown on page 68.

- (1) The salesmen needed some additional samples so they stopped at the office.
- (2) Jackson hoped to reach Miami before the others so he started yesterday afternoon.
- (3) The accountants wished to complete their report so they stayed until ten o'clock.
- (4) The advertising manager hoped to win approval for the new plan so he attached a detailed report.

5. Rewrite the following sentences. In your versions omit all needless words. If you wish, you may change the construction freely.

- (1) We have already bought a house; consequently we are not in the market for a home for that reason.
- (2) Because of the fact that your credit rating has always been good, we are glad to open a charge account in your name as a matter of an accommodation to you.
- (3) The student is taking a course in American history for two reasons: in the first place, the course is required; and the other reason is that he intends to teach American history after he graduates.

## REVIEW

1. Rewrite the following sentences in such a way as to provide unity, coherence, and emphasis. Be particularly careful to correct, where necessary, the faulty use of pronouns.

- (1) Enclosed are full details showing our latest improvements at lowest cost which gives you the facts you asked for.
- (2) That habit is a little one, but unless you take firm steps you will have to fight them all the rest of your life.
- (3) We have in stock all the different grades of the printing paper illustrated in our brochure, which assures you prompt filling of all our orders.
- (4) The man is a real leader who heads that organization.
- (5) Any one of our men will take care of you if you will ask them to do so.
- (6) One must be careful lest they overestimate.
- (7) A person should watch their sales talk carefully and use the best arguments in all their future interviews.
- (8) Our huge volume and our direct methods of selling have made it possible for us to cut down a large amount of our expense. This we gladly pass on to you.
- (9) To each person who makes a request on their business stationery, we will send them one of our illustrated maps.
- (10) It is clear that any added delay is going to undermine your credit standing, which neither of us desires.

2. Rewrite the following sentences; insert the necessary punctuation and correct all errors.

- (1) If the matter was settled I would not be here.
- (2) Have received your letter of June 7th, as you requested have taken care of the matter.
- (3) There is and I speak with authority every incentive for the man who we hired to work industriously.
- (4) To quickly get a loan you must have a good credit rating.
- (5) We would try and get that order entered so that the vice president can finish his six month report.
- (6) Every man and every woman in that organization are given their choice of vacation time.
- (7) You cant tell whether its raining or not because these kind of windows do not afford a clear view.
- (8) The poorly-dressed boy who had et his lunch real fast walked slow down the street.
- (9) There was 4 courses from which the student could make a choice 1. bookkeeping I 2. Typewriting II 3. elementary shorthand and 4. office practice.
- (10) The patient is more better each day, in fact she is one of these people who responds quickly to medicine.

## **Unit IV**

### **WRITING BUSINESS PARAGRAPHS**

#### **SECTION I**

##### **DEVELOPING WELL-PLANNED PARAGRAPHS**

**What a Paragraph Is.** The body of a message is a planned series of well-constructed paragraphs. A paragraph is a sentence or a group of related sentences expanding a thought and set off by double spacing or by double spacing and indention. Logically it is a thought group impressing itself as a unit on the mind of the reader. Mechanically it is an effective way to break up masses of material, to give a "breather" to the mind and to the eye, and to offer a change of pace. Examples of paragraphing are shown in the letters on pages 71, 158, and 250.

**Reasons for the Paragraph.** The paragraph, largest unit into which a block of writing may be divided, was originally a mechanical device for the convenience of the reader. In the time of William Caxton, a famous printer of the fifteenth century, it was discovered that unbroken masses of type tired the eye and made it hard for the reader to follow the thought. Printers, therefore, experimented with devices to break up the page into smaller units in order to provide comfortable resting places for the eye and for the mind. In early times these resting places were indicated by the paragraph mark (§). Today they are indicated by indenting the first line of each paragraph.

In the midst of business rush and pressure, you must make reading easy. For this reason the paragraphs in most letters, in advertisements, and in similar types of writing average less than a hundred words. Such frequent division breaks the page in a way to invite the reader's eye. Hence a letter made up of a few crisp paragraphs is more readable than one containing a solid mass of composition.

Experienced business writers keep the opening paragraph short. A two- to five-line opening paragraph, easy to see, easy to grasp, speeds its subject into the reader's mind. Later paragraphs may well vary within the normal length of four to ten lines.

**As a General Rule, Avoid Long Paragraphs.** Exceptionally long paragraphs should be avoided, except in special cases where unusual length is used as a device for emphasis. Four paragraphs of six lines each or five paragraphs of five lines each are easier to read than a solid paragraph of twenty-five lines. The eye measures the length of paragraphs, and the mind appraises the difficulty of understanding them, in part, by how "solid" they look. If they are oversolid, the eye and the mind shy away as from an obstacle too high to climb.

**Overparagraphing Is Also a Serious Disease.** At the other extreme is overparagraphing. Nothing is more tiresome and irritating than a long sequence of "snippet" paragraphs averaging two lines or so in length. Beware of this snare. Paragraphing carried to an extreme soon loses its effectiveness. Overparagraphing destroys unity of thought and dulls the eye by overstimulation. It is easier to read four paragraphs of six lines each than twelve paragraphs of two lines each.

**Adjust Paragraphs to Fit Readers.** *Occasional* short or long paragraphs are emphatic because of their contrast with normal-length paragraphs. The shorter the paragraph, the quicker the pace, the brisker the air. The longer the paragraph, the slower the pace, the more deliberate the feeling.

To some extent, therefore, you may adjust paragraphs to the people who will read them. To professional men and women and similar highly educated groups a well-developed paragraph containing a balanced statement of facts will be appropriate and acceptable. But for inexperienced readers and those with less training, paragraphs of simplicity and moderate length are best. The safe rule is this: If what you write can be understood by the unschooled, it will be understood by all.

**Corethought of the Paragraph.** The corethought of the paragraph is its central thought, the guide that aids unity. The central thought may be expressed in a topic sentence, which often opens the paragraph. The rest of the paragraph develops the corethought. Sample topic sentences are:

The form of a business letter is highly important in creating a good first impression.

The content of a business letter reveals the nature of the mind of the man who dictated it.

Present developments suggest business improvement in the next quarter.

**Methods of Developing the Corethought.** The central thought of a paragraph, often expressed in a topic sentence, may be expanded in the following ways:

1. With facts, details, or particulars
2. With reasons
3. With specific instances or with concrete examples
4. By narrative (telling the events of a happening in the order of occurrence)
5. By comparison
6. By contrast

In business the first three methods are used to the greatest extent.

**General to Particular.** The paragraph may be expanded by opening with a general statement and then supporting it with facts, details, particulars (Method 1), with reasons why the opening general statement is true (Method 2), or with specific instances and concrete examples (Method 3). This method, from the general to the particular, is called the deductive.

The instinct of possession is one of the most deep-seated instincts in human nature. [Corethought and topic sentence] For example, in a certain store a sale of rugs was contemplated by offering a reduction of 20 per cent in price. Before this plan was carried out, someone conceived the notion of printing a rough facsimile of a dollar bill. [Expansion by example—Method 3]

**Particular to General.** The reverse order, from the particular to the general, is often used with striking effect. This is called the inductive order—opening with facts, details, par-

ticulars, with reasons, or with specific instances and concrete examples, and closing with a summary, or general statement.

Some years ago a bakery in Chicago tried an interesting experiment. It inserted in the streetcars a card that gave only the name of the baker. After the first day, the card was changed each day. The statement on the card was always brief. It did not state what the proposal was, but in varying ways it referred to the original card by such statements as . . . [numerous detailed statements]. This was kept up for some time until finally . . . so much curiosity and interest were aroused that the campaign became a common topic of conversation. Thus is illustrated the tremendous underlying power of the basic instinct of curiosity. [The final sentence gives the corethought or topic sentence in a summary or general statement.]

## PROBLEMS

1. Study the following topic sentence: "The control of English is important in the business office of today." Then (a) write a unified paragraph in which you expand this central thought; (b) indicate what method or methods you have used in expanding the central thought.

The following material may be used in developing your paragraph: the English language as a pipeline for business exchange; how businessmen understand each other through clearly expressed thought put into accurate English words; why accuracy in controlling English expression is particularly important in a business office; how errors may cost great sums of money, if such errors occur in business messages like orders, or contracts, or confidential reports; why business letters, and the language in which they are written, must be clear, concise, correct, complete; several ways in which English can be improved in the business office.

2. Study the following topic sentence: "Young people of today are taught the value of teamwork." Then (a) write a paragraph in which you expand this central thought; (b) indicate what method or methods you have used in expanding the central thought.

The following material may be used in developing your paragraph: (1) Your football team: how the line charges as

a unit; how the backfield "clicks" like a well-oiled machine; how the boys play as an eleven-man unit instead of as a group of individual stars; how the school gives loyal support to the team. (2) Your basketball team: how the center always aims to get the tip-off to the right teammate; how the boys use the short pass to work the ball up the floor close to the basket, in order to make possible a short shot; how the boys play the ball back and forth to one another instead of trying wild long shots. (3) Your school class (seniors, juniors, or the like): how the members work together and support one another on class features, publications, and the like.

(You will find it helpful, in connection with this laboratory problem, to read Rudyard Kipling's famous teamwork story, *The Maltese Cat*.)

3. Study the topic sentences presented below. (a) Expand a paragraph on each of these topic sentences; use the method suggested in each case. (b) Suggest another method of developing each of these topic sentences.

- (1) There is no doubt that business in general is improving. [Expand with specific instances and examples.]
- (2) Early Dawn maple syrup is delicious for many uses. [Expand with details and concrete examples.]
- (3) Our retail business has had an interesting development and an impressive growth. [Expand by narrative.]

## SECTION 2

### PARAGRAPH UNITY, PARAGRAPH COHERENCE, AND PARAGRAPH EMPHASIS

**Paragraph Unity and Sequence.** A paragraph possesses unity when all the sentences in it are related to the common subject announced in the corethought. The sentences of a paragraph should bear upon some one point in the general message.

For example, a certain paragraph in a letter to a hardware dealer may list the different sizes of Stillson pipe wrenches you are ready to supply. The next paragraph may deal entirely with your advice to him to stock the 10-inch size because you have found it the best seller and the most popular size. The third and final paragraph may tell of the tough and dependable qualities of the Stillson wrench under the hardest service and should end with a suggestion of action leading to an order.

The topic sentence of each paragraph then is:

1. Stillson pipe wrenches are available in ten graded sizes.
2. Of the several available sizes of Stillson pipe wrenches, the convenient, yet rugged and durable, 10-inch size is the most profitable.
3. The tough and rugged qualities of the Stillson pipe wrench show up best under the most gruelling service tests.

Each of the three paragraph corethoughts or topic sentences plays its respective part in bringing unity into its related paragraph and in bringing into proper sequence the series of three paragraphs.

The sentences of each of these three paragraphs now unmistakably bear upon a single, easily recognized, and important point in the general message; hence each paragraph has unity. Furthermore, the three topic sentences carry the thought *forward* in a logical and organized way. A persuasive flow of thought is assured by the proper sequence of the paragraphs.

**Paragraph Unity of Function.** A paragraph may also have a *unity of function*: unity in what it *does*. In a sales message,

for example, one paragraph may be devoted to attracting attention, another to stimulating desire, a third to developing belief, and a fourth to impelling action. Each paragraph thus performs a single function—*does one thing*—that is an important part of the sales process. Sometimes, of course, more than one paragraph will be used to expand each of these functions.

**Paragraph Coherence.** Coherence in the paragraph is the quality that makes all the statements hang together and carry the reader smoothly from one to another. Right construction and right connection are the means of assuring coherence. The writer must establish a close relation between his statements by arranging the ideas in a natural order according to one of the methods suggested for developing the corethought.

Each type of business message—whether it is a routine item, a note of congratulation, an acknowledgment, an adjustment, a letter of credit or collection, an application, or a sales letter—has a certain natural order in which its ideas and paragraphs should be arranged. The special sequences of these types of letters are the subjects of later sections in this book.

It is the natural duty of the writer to guide the reader from sentence to sentence. The reader's mind should glide along the current of thought like a canoe on a stream. To assure this smooth progress, sentences must be connected.

Such connection would be easy if the sentences were like a continuous railroad track. But they do not always lie end-to-end like rails. One sentence may turn the thought a little to the left; the next may slant it a degree to the right. To link the sentences together, good writers use linking devices to inform the reader how the sentence he is reading is related to the one he has just finished. Signals like *for example*, *consequently*, or *on the other hand* make the paragraph and the whole message easier to grasp.

**Paragraph Coherence through Connectives.** The three methods by which the writer helps the reader to make the logical connection between sentences are:

1. By the repetition of important words
2. By the use of pronouns
3. By the use of link words and phrases

***By the Repetition of Important Words.*** Coherence may be assured by repeating important words that join one sentence or one paragraph to the next. In the following illustration the italicized words are the coherence device:

Models are equipped with internal expanding hydraulic *four-wheel brakes*. *These four-wheel brakes* are so sensitive that they can be operated by the gentlest pressure.

***By the Use of Pronouns.*** The personal pronouns *he, she, it, they*, and the demonstrative pronouns *this, that, these, those, the former, the latter, the one, the other*, are valuable coherence devices.

He received this morning several air-mail letters. *These* were the rush messages for which he had been waiting.

***By the Use of Link Words and Phrases.*** A selected list of connectives is presented below. Connectives, from their nature, slow up the reading rate. Do not use them unless there is a need. They are guides, not thought-carriers. Use them only when and where a guidepost is called for.

at any rate	for instance	truly, in truth
at least	indeed	really
in particular	naturally	in fact
especially	of course	although
specifically	certainly	yet
for example	surely	nevertheless
in spite of	quite as necessary	accordingly
notwithstanding	equally important	consequently
on the contrary	not so obvious	therefore
on the other hand	more effective	hence, so, thus
besides	in contrast to	first
moreover	for this purpose	second (etc.)
then, next	keeping this in mind	besides
too	in this way	again
after	to this end	further, furthermore
still	with this in view	lastly
another	to bring about	finally

**Paragraph Emphasis.** Emphasis in the business paragraph is the quality that gives force. Emphasis adds thrust to a paragraph already clear. In a business message each of the paragraphs should deal with an easily recognized thought (unity); everything in the paragraph should fall into place without befogging the meaning (coherence); where possible, added thrust should guide the meaning into even the most reluctant mind (emphasis). In your writing make those shifts in paragraph structure that put the important elements in the most important places.

**Seven Ways to Emphasize.** Emphasis can be given a most important idea by:

1. Awarding it prominence in position: putting it at the beginning or the end of the paragraph.
2. Giving it extra space.
3. Repeating it in a number of forms.
4. Repeating significant words or phrases.
5. Compressing the idea into a strikingly short paragraph.
6. Packing the idea into a dynamic slogan.
7. Resorting to mechanical methods, such as underscoring, the use of a red ribbon, extra-wide margins, and the like.

Choice of position is the most useful of the seven methods of emphasis. The most important position is the beginning of a paragraph; the next in importance is the end. These points reach out for the reader's glance. Use them to expose important ideas to his eye.

**Position of Corethought.** Since the beginning and the end of a paragraph are positions of emphasis, normally the corethought (topic sentence) of the paragraph will assume one or the other of these positions. Material of ranking importance should be placed in the one not assumed by the topic sentence. Occasionally the corethought is stressed not only at the beginning but also at the end in order to make a still more emphatically rounded-out unit of the whole composition.

## PROBLEMS

1. Rewrite the following paragraph. Omit whatever you think is unnecessary to the clearness of the message. Strive for unity in your version.

We are considering hiring David Karen for work in our store this summer. David, I understand, is the president of his class in school. He also has to help support his mother, who is not in good health. Will you please write us immediately and tell us whether you would recommend him for this position.

2. Rewrite the following paragraph. Make whatever changes you think necessary in order to make the paragraph coherent.

Our newest typewriters have keys with special cushion top. Although these are firmly attached to the keys, they can be removed with little effort if desired. The typist who uses one of these new typewriters will find that they protect her fingernails from breaking and also eliminate the hard blow that her fingers sometimes receive when they are not used.

3. Rewrite and improve the following opening and closing sentences by emphasizing the important parts. You may put these important parts at the beginning or the end as you think best.

- (1) In reference to your letter of the 10th, would say that as you request we shall be glad to open a charge account in your name.
- (2) Believing that you will like this item, once you have tried it, we await your decision in the matter.
- (3) Desiring to help you if we can, we are sending you a sample of our latest item.
- (4) Hoping you can ship this order to us on receipt of this letter, we are waiting to hear from you.

4. Expand the following set of concrete facts into an effective paragraph of details and particulars suitable for inclusion in a sales message:

The Champion Table Radio \$24.95.

- (1) 5 tubes, newest A.C.-D.C.
- (2) 5" super-dynamic speaker.
- (3) Big  $9\frac{1}{4}$ " x 5" x  $6\frac{1}{4}$ " plastic cabinet.
- (4) Lighted airplane dial for easy tuning.
- (5) Colors: blue, red, green, brown, ebony, white.

5. The writer of the following letter has employed the principles of effective paragraph structure. Analyze the letter and then answer the questions given below the letter.

Those swiftly rolling vehicles that make up modern transportation—the sleek motor car, the interurban coach, the burly truck, the streetcar—have been lifted out of the web of deadweight, thanks to the strong alloys of aluminum.

Shattering old traditions, structural shapes in sizes up to ten inches in depth and ninety feet in length are now available. These shapes are made of the strong alloys of Alcoa Aluminum, which, strength for strength, are the equivalents of structural steel but weigh only one third as much. This fact is more than news, for it shows a new epoch in the making.

Apply this new type of construction to railroads, and this is what happens: Relieved of tons of deadweight, trains sweep forward to faster time and lower cost schedules. Power is saved. Starting and stopping are quicker and smoother. Riding is more comfortable.

Streetcars, scientifically lightened, compete more easily with heavily jammed traffic conditions because these strong alloys are steadily clipping off ton after ton of deadweight drag.

In busses, nearly fifteen hundred pounds can be stripped from body weights, a reduction which saves money on gasoline, oil, and tires. Aluminum bodies for trucks reduce deadweight from one thousand to sixty-six hundred pounds.

Airplanes become safer because of Alcoa Aluminum, "the one metal that flies best." Besides being very light for flight, the strong alloy of Alcoa Aluminum is noninflammable, shatterproof, and splinterproof.

After it has been forged, cast, and smoothly rolled into sheets, it is transformed into standard shapes and tubes, most carefully inspected. As you can easily see, it is then in shape to be worked by the same machines used for other metals. It can be instantly welded, or it can be most firmly put together with aluminum-alloy rivets, bolts, or screws.

As a progressive engineer you will want our engineering handbook, *Structural Aluminum*, which will be sent to you with our compliments upon request.

The enclosed business reply card already carries your name and address. Merely drop it into the outgoing mail.

- (1) What is the corethought of each paragraph?
- (2) What method is used to develop each paragraph?
- (3) How is unity obtained in each paragraph?
- (4) Does the letter show that its writer has analyzed his product? How does it show this fact?

- (5) State the corethought of the letter.
- (6) List the data used as material for expanding the corethought and giving it logical support.
- (7) Is the appeal to the mind or to the emotions?

6. (a) Writing it as a part of a business letter, expand a paragraph on one of the topics given below. Use the method suggested in each case. (b) Suggest another method of developing each of these subjects.

- (1) The *Encyclopedia Britannica* is worth much more than it costs. [Expand with reasons.]
- (2) Terrace Homes Apartments are exceptionally comfortable. [Expand with facts, details, particulars.]
- (3) The airplane is proving better than the train and the ship for long-distance rapid transportation. [Expand by contrast.]

## REVIEW

The following sentences contain errors in word construction and in punctuation. Rewrite the sentences in correct form and with correct punctuation.

- (1) The Ohio and Mississippi Rivers which played a prominent part in american history are the most widest known rivers in the country.
- (2) George said, I take a bus every day like Jack does but as a matter of fact Jack takes a streetcar.
- (3) Mrs. Kramer objected to her husband starting on his trip on Tuesday because on that day the office staff was invited to attend the picnic with its wives.
- (4) Mr. Samuels shall either go, or we will, providing the conference is held.
- (5) Neither Mr. Jones or Mr. Adamson were asked to attend the two first meetings of the recently-organized group.
- (6) The attractive arranged flowers were sudden thrown to the floor while the boy looked horrifiedly.
- (7) Except I can accumulate the necessary data I will not be able to properly finish the report.
- (8) Although the coat was more than the boy could afford he bought it, moreover he wore it home from the store.
- (9) Counted one thousand sixty-two votes for the amendment and five hundred eight-nine votes against it.
- (10) In 1876 25 men were employed in that factory in 1902 two thousand five hundred men were employed there but in 1907 the factory was closed permanently.

# Unit V

## BUILDING THE BUSINESS LETTER

### SECTION 1

#### LETTER LAYOUT

**Layout.** Layout, a term taken from the field of art because it applies so aptly to letter form, refers to the arrangement of the various parts of a finished letter. Layout has three vital purposes:

1. To make the letter handsome in appearance.
2. To direct attention:
  - (a) To the letter as a whole.
  - (b) To the important parts of the letter.
  - (c) From part to part, to guide the reader.
3. To present the message clearly so that it may be read with ease.

In planning a layout, you must consider these questions: How may it be made most attractive? How may it be designed to secure the highest attention? How may it be built so that the message will be read and understood most easily?

**Standard Structure.** The modern practice of leading concerns assigns to the business letter seven parts: (1) heading, (2) address, (3) salutation, (4) body, (5) complimentary close, (6) signature, and (7) signature identification and stenographic reference.

The layouts on page 147 show the arrangement and the relative position of each of these parts.

**How to Arrange Letter Parts.** In arranging letter parts, be guided by the picture-frame rule: A letter should be made to assume the same proportions as those of the sheet upon which it is placed.

(1) The *heading* is a device for indicating where the letter comes from and when it was written. The reader will need this information.

When the letter is written on plain paper without a letterhead, the heading includes the exact address of the writer and the date. The first line of the heading begins about the center of the sheet and, for a letter of medium length, is typed about two inches below the top. (See page 147.) If the letter is quite short, the first line of the heading is typed two to eight spaces lower on the sheet than in the case of the medium-length letter in order to preserve the picture-frame effect.

On letterhead paper the writer's address is printed in the letterhead itself. Hence, there is no need to repeat it in the heading, which will then consist only of the date line. On letterhead paper the date is typed two single spaces below the city and state line. The date line may be (1) centered under the names of the city and the state, (2) indented five spaces to the right of the beginning of the city name, or (3) placed so that it will end at about the right margin of the letter.

(2) The *address* contains the name of the person or the business to which the letter is to be sent, the official title of the addressee (if he has one), the street address, the city name and postal zone number (if a zone number is used), and the state name. The first line of the address is always typed even with the left margin. The number of single spaces between the date line and the address is determined by the length of the letter. Six to eight single spaces between the date line and the first line of the address will usually give a satisfactory placement for letters of average length. Regardless of the length of the letter, there should be at least four single spaces between the date line and the address.

(3) The *salutation* is the complimentary greeting with which a letter begins. (Examples: Dear Mr. White: or, Gentlemen: or, My dear White:) The salutation is typed even with the left margin and two single spaces below the last line of the address. Double spacing is used between the salutation and the first line in the body of the letter.

(4) The *body* of the letter is the material between the salutation at the beginning and the complimentary close at the end. The body begins two spaces below the salutation. Your aim is

LETTERHEAD

(1) August 26, 19

Dr. C. P. Hurst  
303 Lexington Avenue  
Pasadena 3, California

Dear Doctor Hurst: (3)

(4)

Secretary yours,  
UNIVERSAL CORPORATION  
P. A. Greenz

La (7)

(5) (6)

(1) 303 Lexington Avenue  
Pasadena 3, California  
August 26, 19

Dr. C. P. Hurst  
303 Lexington Avenue  
Pasadena 3, California

Dear Doctor Hurst. (3)

(4)

Secretary yours,  
(Signature)  
P. A. Greenz

La (7)

(5) (6)

# LAYOUT DIAGRAMS

These illustrations show how a medium-length letter looks in outline diagram when it is typed in modified block style on a plain sheet of paper and on a letterhead. The seven parts of the standard letter form are: (1) heading, (2) address, (3) salutation, (4) body, (5) complimentary close, (6) signature (often with the title of the signer typed beneath), (7) signature identification and stenographic reference. Note that, when a plain sheet of paper is used, the heading includes the address of the writer.

to lay the dark type symmetrically on the white paper in such a way as to gain crisp contrast and emphasis. The body of a single-spaced letter requires double spacing between paragraphs. Every line of a paragraph may be written flush with the left margin, or the first line alone may be indented several spaces, depending on the writer's preference.

(5) The *complimentary close* is typed two spaces below the last line of the body. It is begun either at the same distance from the left edge of the sheet as the heading or at a point slightly to the left of the center. The longest of the closing lines should not extend noticeably beyond the right margin.

(6) The *signature* may consist only of the name of the writer. More often in business correspondence it consists of (a) the firm name, typewritten in solid capitals on one line, (b) the written signature of the person accepting responsibility for the letter, and (c) the official position of the person who is writing. The company name is typed (or the individual's signature is written) two single spaces below the complimentary close. It is begun even with, or five spaces indented from, the beginning of the complimentary close. The official title, if used, is typed four single spaces below the company name; and it is begun even with, or five spaces indented from, the beginning of the company name.

(7) The *signature identification* and *stenographic reference* are devices to indicate who has dictated the letter and who has transcribed it. These items should be typed flush with the left margin and on a line with or two spaces below the dictator's official title. If the letter does not carry an official title or the typewritten name of the dictator, the signature identification and stenographic reference are typed on the fourth line below the company name. If the letter is short and has neither a typed company name nor a typed official title, the identification and reference are typed six to eight single spaces below the complimentary close.

**Close Punctuation and Open Punctuation.** Close punctuation requires commas or periods at the ends of the lines of the

April 11, 19

Mr. R. A. Heath  
220 Spring Place  
Forest Park, Ohio

Dear Mr. Heath:

We hope you will accept with our compliments the Time Finder attached to this letter. Slide the card up so that the name of the city in which you are interested will appear under the words "New York." The local time will be seen in the slot at the right.

This card is made up for the daylight saving time schedule. Later on we shall have the pleasure of sending you a new card which will adjust the whole picture back to standard time.

Sincerely yours,

*E. P. H. James*  
Promotion Manager

EPH/mms:R

April 11, 19

Mr. R. A. Heath  
220 Spring Place  
Forest Park, Ohio

Dear Mr. Heath:

We hope you will accept with our compliments the Time Finder attached to this letter. Slide the card up so that the name of the city in which you are interested will appear under the words "New York." The local time will be seen in the slot at the right.

This card is made up for the daylight saving time schedule. Later on we shall have the pleasure of sending you a new card which will adjust the whole picture back to standard time.

Sincerely yours,

*E. P. H. James*  
Promotion Manager

EPH:R

1

2

NATIONAL BROADCASTING COMPANY, INC.

A DIVISION OF RADIO CORPORATION OF AMERICA

MCA BUILDING - RADIO CITY

330 N. W. 4th St., N. Y.

Circle 1 on card

April 11, 19

Mr. R. A. Heath  
220 Spring Place  
Forest Park, Ohio

Dear Mr. Heath:

We hope you will accept with our compliments the Time Finder attached to this letter. Slide the card up so that the name of the city in which you are interested will appear under the words "New York." The local time will be seen in the slot at the right.

This card is made up for the daylight saving time schedule. Later on we shall have the pleasure of sending you a new card which will adjust the whole picture back to standard time.

Sincerely yours,

*E. P. H. James*  
Promotion Manager

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NATIONAL BROADCASTING COMPANY, INC.

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MCA BUILDING - RADIO CITY

330 N. W. 4th St., N. Y.

Circle 1 on card

April 11, 19

Mr. R. A. Heath,  
220 Spring Place,  
Forest Park, Ohio.

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This card is made up for the daylight saving time schedule. Later on we shall have the pleasure of sending you a new card which will adjust the whole picture back to standard time.

Sincerely yours,

*E. P. H. James*  
Promotion Manager

E. P. H. James  
R

3

4

FOUR STYLES OF LETTER LAYOUT

Letter 1 is the block style with open punctuation; Letter 2 is the modified block style with mixed punctuation; Letter 3 is the modified block style with mixed punctuation and indented paragraphs; Letter 4 is the indented style with close punctuation.

heading, the address, the salutation, and the complimentary close. Open punctuation permits the omission of commas and periods at the *ends* of lines, unless a line ends in an abbreviation. An abbreviation must always be followed by a period. Modern usage approves either of these forms of punctuation. Even with open punctuation, it remains necessary to separate with a comma the name of the city and postal zone number from the name of the state, and the day of the month from the year.

*Close Punctuation*

3300 Empire State Building,  
990 North Michigan Avenue,  
Chicago 11, Illinois,  
January 15, 19--.

*Open Punctuation*

3300 Empire State Building  
990 North Michigan Avenue  
Chicago 11, Illinois  
January 15, 19--

The open style is in favor because the omission of end-of-line punctuation saves the typist small amounts of time.

**Block, Modified Block, and Indented Styles.** Letters may be arranged in the block, the modified block or semiblock, or the indented style.

In the block style each line begins at the left margin. This style is thought by some to give less picture-frame symmetry to the letter than do the other styles, but it continues to gain favor because it saves small amounts of time for the typist.

When a letter is written in the block style on a sheet of letterhead paper, the date line, like all other typed lines, is commonly started at the left margin. The date line is, however, ordinarily considered to be a part of the heading and not a part of the letter itself. Therefore if the date line balances the letterhead more satisfactorily when it is centered under the heading or when it is typed to end at the right margin, it may be written in one of those positions even though the rest of the letter is in the block style.

The modified block style contains variations from the complete block style. On letterhead paper the date line is ordinarily centered under the letterhead or typed to end at the right margin. When letterhead paper is not used, the heading is ordinarily typed to end at about the right margin. The

paragraphs may be written in the complete block style or may be indented. The closing lines are blocked beginning about five spaces to the left of the center of the letter.

In the indented style each line after the first in the heading, the address, and the closing is indented five spaces to the right of the preceding line. The first line of the heading is started at a point so that the longest line in the heading will not extend into the right margin. The first line of the address begins at the left margin, and the first of the closing lines begins about five spaces to the left of the center of the letter. The first line of each paragraph is indented five or ten spaces.

**Simplified Letter Forms.** Rules in regard to letter form are not fixed forever. In actual fact they undergo constant change. For example, open punctuation, which is now generally accepted as a correct form, was a few years ago a daring innovation.

An interesting example of the movement toward further simplification is the letter form supported by the National Office Management Association. An illustration of the NOMA simplified letter is presented on page 152. This form follows the block style. It differs from the usual block-style letter in the following details:

1. The salutation is omitted.
2. The subject heading is typed in capital letters at least three spaces below the address.
3. Questions, listings, or like items in the body of the letter are indented five spaces from the left margin except when they are preceded by a number or a letter.
4. The period after a number or letter used in an outline form is omitted.
5. The complimentary close is omitted.
6. The name of the dictator is typed in capital letters at the left margin at least five spaces below the end of the letter.
7. The names of individuals who should receive carbon copies of a letter are typed on a line three spaces below the signature.



**NATIONAL OFFICE MANAGEMENT ASSOCIATION**  
2118 LINCOLN-LIBERTY BUILDING  
PHILADELPHIA 7

March 19, 19

Miss Office Secretary  
Better Business Letters, Inc.  
One Main Street  
Busytown, U. S. A.

**THE SIMPLIFIED LETTER**

Here is something that must be given a fair trial if your judgment of it is to be fair--the Simplified Letter.

You're a competent secretary because you think well and because you have been well trained. Training means, among many things, that you've learned a traditional (and good) pattern of writing letters. But, now and then, it is wise to consider a break from tradition when a new (and better) concept comes along.

May we invite you to experiment with the Simplified Letter?

Notice these points among the many:

- 1 Date location
- 2 The address
- 3 The subject
- 4 The name of the writer
- 5 The format

When you discuss the Simplified Letter with your boss, think of the other points that will help to improve his letters.

We're sure you'll have good luck with better (Simplified) letters.

VAUGHN FRY - RESEARCH & STANDARDS

Messrs. R. E. Shull - W. H. Evans

---

**A SIMPLIFIED LETTER FORM**

This letter is typed in the form sponsored by the National Office Management Association.

# RICHMOND JAMES & ASSOCIATES

*Specialists in Direct Mail*

2906 MICHIGAN BOULEVARD

CHICAGO 7, ILLINOIS

January 20, 19

Mr. Harry H. Scott  
Scott, Incorporated  
411 East Mason Street  
Milwaukee 2, Wisconsin

Mr. Scott:

Many thanks for your most interesting letter of January 17, asking about letter visualizing.

Visualizing is the process of seeing in your mind's eye how a letter ought to look when you lay it on paper in its final form. If you develop an eye for symmetry, proportion, and balance, if you learn how a picture ought to look in its frame on the wall, you can give a letter great advantages.

The "picture-frame" rule is a safe one to apply to letter form. A letter should be made to assume the same proportions as those of the sheet upon which it is placed. This rule may be used no matter how short or how long the letter is, no matter what the shape of the sheet may be. The resulting display is attractive and high in attention; it makes the message stand out; and it thrusts the meaning upon the mind in a form easy to read.

Most business firms standardize upon an approved form that all typists are asked to follow. The larger the organization, the surer you may be that a standard has been determined.

Accept my best wishes, Mr. Scott, for all your business correspondence in the coming year.

  
Richmond James

---

## A SIMPLIFIED LETTER FORM

This letter is similar to the standard modified block style except that it omits "Dear" in the salutation and drops the complimentary close.

Another simplified form is shown in the illustration on page 153. This form is a less radical change from conventional form than is the NOMA simplified form. It does drop the "Dear" in the salutation, making "Dear Mr. Scott" simply "Mr. Scott." It also drops the complimentary close. Otherwise it follows a standard modified block style.

### PROBLEMS

1. Write a heading and an address for a personal letter; use open punctuation. Write the same heading and address, but use close punctuation. Use the following data:

6789 Washington Avenue Dallas 17 Texas January 20 19—  
Mr. Leonard Adams 2619 Overlook Road Canton Ohio

In each instance lay out the heading and the address in their correct relative positions on a sheet of plain paper. If possible, use a typewriter.

2. On a sheet of standard typewriting paper (8½ by 11 inches), draw a layout diagram for a medium-length personal letter written on a plain sheet of paper. Use your own address and the current date in the heading of the letter; use any name and address that you wish for the address of the letter. Use close punctuation. Indicate the placement of the parts.

3. Draw a layout diagram for a medium-length business letter that is being written to you on a sheet of letterhead paper. Use the current date and open punctuation. Indicate the placement of the seven parts of a business letter.

4. Use the following copy to type three business letters—one in the indented, one in the modified block, and one in the extreme block style. Assume the use of a letterhead; use the current date. Use close punctuation in the indented and modified block styles; use open punctuation in the extreme block style. Use your own initials in the stenographic reference.

Mr. Thomas W. Laydon 551 Seventh Avenue Atlanta 6 Georgia  
Dear Mr. Laydon The report about which you inquired in your letter of August 11 has been filed, and the proceedings will be published in full within the next six weeks. [new paragraph] If you will let us know how many copies you wish, we shall see that you get them just as soon as they are issued. Very truly yours Acme Products Company W. W. Rentz (penwritten signature) District Manager

5. Use the copy given in Problem 4 to type a business letter in the simplified form sponsored by the National Office Management Association. Drop those parts of the letter that the NOMA form does not use. (See page 152.)

6. Use the copy given in Problem 4 to type a business letter in the simplified form illustrated on page 153.

7. Write the following letter, using your own address, the current date, open punctuation, and the modified block style with indented paragraphs. Address the letter to one of your friends. Use a typewriter if possible.

Each sentence is printed on this page as a separate paragraph. As you write the letter, include two or more sentences in the same paragraph whenever you think that that makes the paragraphing more effective. Insert the necessary commas. All marks of punctuation except the commas are given.

Letters it has been said are when taken together a medium by which a man extends his personality.

Other things being equal a man will want his personality to appear clear and undistorted through the medium used.

In point of fact the function of this analysis is to make a neutral comment upon letters submitted in order to determine in what possible directions they may be given added power and effectiveness.

You will understand therefore that the following comments are constructively made in the belief that some of them may perhaps prove useful to you.

Taking your letters up in consecutive order let us consider some of their details.

The opening paragraph of the first can in my opinion be greatly improved.

Consider for instance the following revision: "Thank you for your inquiry of December 12 for more information regarding the Normandy Calculator. We are glad to enclose a circular with a price list describing our Unit Basis model."

In the second letter there is an opportunity to improve the underlying tone one of the factors needed for goodwill.

From year to year the art of letter writing moves ahead; yet the motion can scarcely be noted.

In spite of the slow tempo of the advance however it pays to overhaul the firm's correspondence at intervals.

Periodic checkups may reveal some startling errors.

Consistent application of some of the rules that have been suggested as applicable to your work will I feel sure add effectiveness to your volume of correspondence.

## SECTION 2

### VISUALIZING THE PICTURE IN THE FRAME

**The Picture in the Frame.** Follow the picture-frame rule. Here it is: A letter should be made to assume the same proportions as those of the sheet upon which it is placed. The picture-frame rule, single-handed, has done more to improve the physical appearance of business letters in the United States than possibly all other influences put together.

This rule may be applied no matter how short or how long the letter is, no matter what the shape of the sheet may be. The result is handsome and high in attention value; the message stands out; and the content is displayed in a form easy to read. If there is doubt that the letter will go on one sheet, leave more white space in the margins (which are the frame of your picture) and use a second sheet. Do not crowd, for crowding ruins layout. The same side margins are used on the second sheet as on the first, the letter running to completion as if it were an extension of the first page.

**Visualizing.** Visualizing is the process of seeing in the mind how a letter should look when it is laid out on paper. If you develop an eye for symmetry, proportion, and balance, if you learn how a picture ought to look in its frame, you can type a handsome letter. To do so, you must visualize.

Turn to the Marshall Field & Company letter and the Life magazine letter on page 158. Note how crispness of form generates respect, builds prestige. Form is the first thing you see. It flashes a picture upon the brain. It registers the key in which you read the letter. *Force* yourself to observe rigid standards of excellent form.

**The Eye Is Normally the Quickest Avenue to the Brain.** With several times as many nerves to the eye as to the ear, the eye is normally the quicker avenue to the brain. The writer of a letter, unable to speak to you because of distance, must frame

an attractive picture in order to win your favorable attitude. As your eye races over the typewritten words, your thoughts are busy "sizing things up."

Let us look in on a brief drama. The time is nine o'clock in the morning. An executive sits at his desk. Lying before him on the glass top is a neat pile of incoming letters. Preferring to open his own mail, he picks up a slender metal paper knife, slits the envelope flap of letter one, draws forth the message, unfolds it with a snap; and there strikes upon his eye a picture! "Handsome," is the unspoken thought. "Quality . . . importance . . . better give this letter special attention." The paper knife slits into letter two. "Well . . . what a contrast! Can't that company hire a stenographer who can spell? . . . strikeovers . . . slovenly work. . . . Wonder if the management of that company is slipping. . . . Reminds me, I must have a look at *our* letters. . . . I hope no message of ours looks as bad as this. . . . Next!" Such fragmentary thoughts continue to flash through his mind as the paper knife slits on. The unspoken thoughts represent on paper the fleeting impressions that sweep along as each letter passes in review. Little wonder it is that the first impression counts for so much in setting the stage for the message.

**Single Spacing Is Favored.** Business prefers single spacing. We assume here the use of a typewriter or of similar spacing in handwritten drafts. Single spacing brings economy and better display. Twice as much can be put on a page typed with single spacing. Hence less stationery may be required. This saving may mean a considerable sum in a year. Because the eye is accustomed to reading the printed book and magazine, it finds the single-spaced letter familiar. Appearance is somewhat improved too when single spacing is used. Paragraphs have greater visual unity when typed in single-spaced blocks with double spaces between. By the principle of visual contrast, their darker mass is better displayed against the light background of the letterhead. Penwritten letters may adopt the same principle.

**MARSHALL FIELD & COMPANY**

1515 N. DEARBORN ST. CHICAGO 6, ILLINOIS

CHICAGO

September 23, 19

Mrs. Kathryn King  
3111 Royal Boulevard  
Des Moines 12, Iowa

Dear Mrs. King:

If there's one place in the world where every member of your family will enjoy a really rounded and highly enjoyable vacation--it's Chicago!

There's everything here! Bathing beaches, boat regattas, zoos and museums, Paulina's symphony concerts, restaurants of all nationalities, gala dining and dancing--a whole world of entertainment in one great city. So, when your vacation comes, let's get together. Our staff will take your visit brimful of excitement.

Marshall Field & Company is anxious to help you set the pace for your vacation in Chicago, whether it is a full-length vacation, a gay week end, or just a day between trains. Think of our store as your own personal tour headquarters.

You'll find our Personal Service Bureau ready to give you detailed hotel information, to make your hotel reservations, to assist in getting your transportation, to plan your sightseeing and your daytime and evening entertainment.

As soon as you arrive in Chicago, we hope you will come in and let us know what you need. We'll be glad to help you. If there is anything we can do for you now, let us hear from you by mail.

Sincerely yours,

MARSHALL FIELD & COMPANY

*Harry Griswold*

Credit Manager

Harry Griswold:LHR

250 EAST 22 STREET

**LIFE**

CHICAGO, ILLINOIS

November 21, 19

Dr. Robert R. Newport  
140 Besswood Boulevard  
Colum City, Indiana

Dear Mr. Newport:

Thank you for the interest you have expressed in the special article published in the November 11 issue. The questions you have raised in your letter of November 11 have been considered and discussed. We have made plans to deal with them at length in a subsequent issue.

Accept our appreciation for your thoughtfulness in writing and for giving us the valuable benefit of your research.

Sincerely, yours

*W. A. Miller*

For the  
Editorial Board

W. A. Miller

A LONG LETTER WELL FRAMED

A SHORT LETTER WELL FRAMED

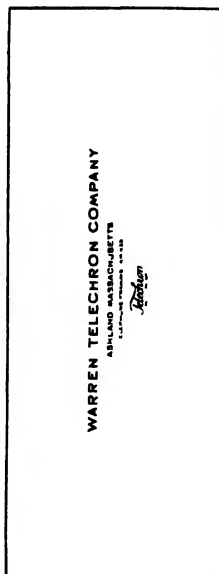
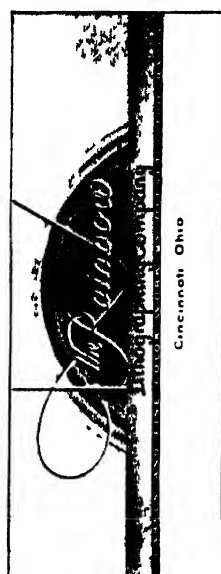
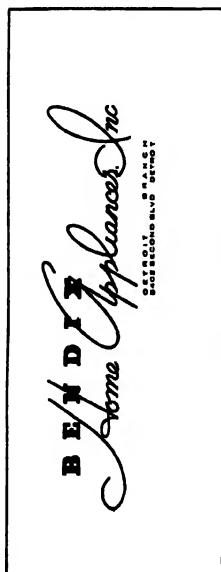
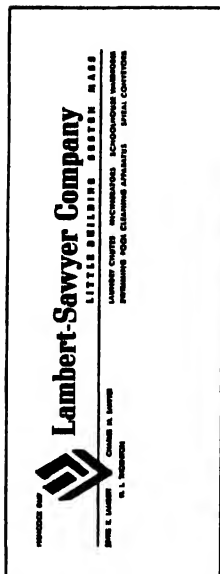
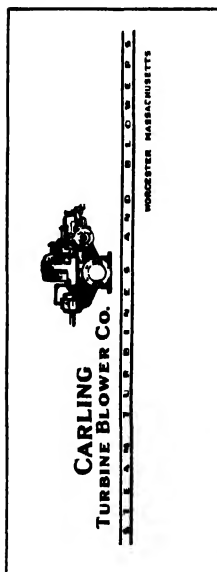
**Good Stationery Aids First Impression.** Even the paper upon which a letter is typed leaves its mark. White, unruled, rag-content bond paper of firm texture and surface, of standard size  $8\frac{1}{2}$  by 11 inches, is most popular. For short notes the half sheet of  $8\frac{1}{2}$  by  $5\frac{1}{2}$  inches is used, but it is in some disfavor because it cannot be filed well with larger sheets. Other sizes appear but in smaller volume. Tinted paper with matching envelopes is used to an increasing extent, especially in sales letters, but white paper remains widely preferred. Second-sheet stationery should equal the first sheet in quality, weight, and size. Carbon copies for office files are written on inexpensive paper, thin but firm in texture to assure that the carbon impression will be clear.

**Letterheads and Their Design.** The designing of a letterhead is a special problem. To gain the experience, every student should try his hand at simpler forms. Some surprisingly effective letterheads can be created by the use of simple lines and angles and blocks of type. An attractive letterhead adds to the pull of the message and to the prestige of the firm. Many business organizations still use letterheads of horse-and-buggy days in twentieth-century competition.

Of the immense variety of letterheads some are effective, others sadly otherwise. Often the simpler the design, the better the effect. Note the modern qualities of the several letterheads on pages 160 and 161.

Letterheads may be printed, lithographed, or engraved. Expensive designs, impressive trade-marks, and elaborate colors appear from time to time on the tops of business letters in the belief that letterhead space is valuable for sales purposes. But in general correspondence "shouting" letterheads draw the attention from the message, where it belongs, and defeat the object for which the letter was sent. The modern trend is toward simple design and moderate size.

The usual letterhead occupies a depth of not more than two and a half inches. In this space are given the name of the concern, the mail address, and sometimes the nature of the busi-



Crocker-McEwain Company

## WINNERS IN A NATIONAL LETTERHEAD RATING CONTEST


These letterheads and the group on page 161 were rated by a composite vote of clubs in the International Association of Printing House Craftsmen. The letterheads were rated also by thousands of contestants from all parts of the country. To indicate the order of your

The Blue Cross Medal on the movement is a symbol of the highest approval and is applied to Silver Medal winners in the Gold standard. It is further endorsed by the Gold certificate guaranteeing performance.




**THE BARRE GUILD**  
BARRE, VERMONT

*Testimonial: The Barre Guild guarantee can be made. The Barre Guild is pledged to fulfill the promise of the Blue Cross Medal only through responsible movement dealers who are pledged to support the Gold Medal.*




**CHARLES P. RAYMOND SERVICE, INC.**  
284 WASHINGTON STREET - BOSTON, MASS. TEL. LEMMIT 8-87



**THE ATLAS FOUNDRY COMPANY**  
308 WEST 57TH STREET - CLEVELAND, OHIO

MANUFACTURERS OF  
STEEL CASTINGS  
ALLOY CASTINGS  
PUMP AND PUMP  
WEARING SURFACES  
PUMP PARTS

**ROBERT BURLIN & SON** *Bookbinders*



*Telephone: MA 8-0000 8790-1791* *Established 1867*

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381 CONGRESS STREET  
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**WINNERS IN A NATIONAL LETTERHEAD RATING CONTEST** *Crocker-McElevin Company*

preference, number the examples from one to twelve. When you have finished your rating, consult the key (but play the game and do not look until your rating is complete) on page 163, which gives the rating of the contest winner and the composite rating of the clubs.

ness. Such information as the cable address, the telephone number, the address of the chief office of the company, and the location of branch offices is sometimes supplied. Type of moderate size and weight is preferred.

**Each Letter, a Personal Message.** Although letters travel through the mails by the billion, each one represents a personal message addressed to a definite destination. Each business house stakes its reputation for the moment on the impression that a single letter will make on the person getting it. If that one letter succeeds, the house succeeds. If that one letter fails, the house also fails as far as the reader is concerned.

Remember the individual character of letter writing. *Recognize in each letter a personal message to be read by an individual in the light of his personal needs and wants.* The sum total of the impressions made upon individuals by these personal messages, from the first sweeping glance at the layout to the final appraisal of the content, makes up a large part of business success.

### PROBLEMS

1. Bring to class a letterhead from any kind of business. Write a paragraph telling how effective you think the letterhead is in its present form. Be able to give at least three reasons for your opinion.

2. Public-service organizations (gas and electric companies, laundry companies, and so on) outfit their drivers, servicemen, and fieldmen with neat, well-tailored uniforms. Explain, in a written statement, why these organizations are careful of the appearance of their men. Indicate the relation between well-fitting uniforms on the one hand and well-prepared letters on the other.

3. Every modern retail store keeps its plate-glass show windows spotless. Write a paragraph giving as many reasons as you can why this care is given. Draw a brief comparison with letter form.

4. Mr. Sanford Wallace, president of the Clarkville Electric Company, asks you to redesign the letterhead of his company. Clarkville is a town of three thousand people, situated twenty miles from the state capital, which is a city of sixty-five thousand. The names of three officers and nine directors must appear on the letterhead in addition to such other data as you believe desirable. After you have studied the illustrations of letterheads shown on pages 160 and 161, design a simple letterhead for Mr. Wallace.

5. On a sheet of standard typewriting paper (8½ by 11 inches), copy the following short letter. Use picture-frame margins. Use a typewriter, if possible.

June 21, 19—. Mr. Ford Maxon, 3340 Ocean Way, Miami 5, Florida.  
Dear Mr. Maxon: Your shipment of twenty copies of Atcherly's *Arithmetic* has been successfully traced. Instead of sending you the original shipment, however, we have rushed a duplicate to you, because we find that we can in this way get the books to you two days earlier. We hope that these books go well in your territory. Yours very truly, Olds and Company, Incorporated M. N. Olds (pen-written signature) Executive Secretary

*Key to Letterhead Illustrations, Pages 160 and 161*

Rating determined by composite vote of clubs in the International Association of Printing House Craftsmen: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

## SECTION 3

### SPECIAL PROBLEMS IN THE INTRODUCTORY PARTS

**Heading.** The heading shows where the letter comes from and when it was written. When the letter is typed on plain paper, the heading must include the exact address of the writer and the date. The mail address should be arranged in logical order, the most definite point (for example, 100 Stanton Hall) being placed first. The longest line of the heading should not run into the right margin of the letter. Normally the heading should not extend to the left of the center of the sheet. The preferred order of the information in the heading is: room and building (if they are included) on the first line, otherwise street and number on that line; city, with zone number, and state, on the next line; date, on the last line.

#### *Indented Heading*

100 Stanton Hall  
30 Bedford Place  
Cincinnati 20, Ohio  
July 1, 19--

#### *Block Heading*

100 Stanton Hall  
30 Bedford Place  
Cincinnati 20, Ohio  
July 1, 19--

**Date Line.** Write the date in full: September 23, 19—. Upon the accuracy of the date may rest a legal decision. Figures alone, like 9/23/55, 9-23-55, 9:23:55, invite misunderstanding. Avoid their use except in office memoranda. Avoid also the needless additions *st*, *d*, *nd*, *rd*, and *th* after the day of the month.

**Armed Forces Date Line.** The Armed Forces favor writing the date thus: 23 September 19—, with the number of the day in Arabic numeral first, the name of the month second, and the figure for the year third. This procedure is logical, and it has come into civilian use as an approved form.

**Unusual Arrangements of the Date Line.** With certain kinds of letterheads unusual arrangements of date lines are sometimes pleasing, but they are time consuming to type. Although few offices adopt them, it is well to know about them.

September 23, 19--	September 23 19--	September Twenty-third Nineteen	Blank
September Twenty-third 19--	Twenty-third September 19--	Twenty-third September Nineteen	Blank

**Preferred Positions for the Date Line.** The date of a letter is a part of the reference material that is supplied by the printed letterhead. The date gives information in terms of *time*; while the city, postal zone, and state name printed on the letterhead give information in terms of *place*. As time and place information are related, it is a good practice to place the date line two spaces below the city and state names printed on the letterhead. In the block style the date line may be started at the left margin, and in all three styles—block, modified block, and indented—it is acceptable practice to center the date line under the letterhead or type it so that it ends at the right margin. If the letterhead is unusual in arrangement, the date line may be placed in relation to the body of the letter.

**Address.** The address states (1) the name of the person or the business to which the letter is to be sent, (2) the street address, (3) the city, postal zone, and the state. In the block style each line of the address is typed even with the left margin. In the indented style the first line is typed even with the left margin; the second line is indented five spaces from the left margin; the third line, ten spaces; and so on. Three lines are normally used. When a title or a descriptive phrase is used with the name of the person or the business, four or more lines may be necessary to prevent the use of a long line that would mar the layout.

Mr. Andrew Dixon  
1320 Racine Avenue  
Cleveland 6, Ohio

Mr. Ralph Peters  
Executive Secretary  
Chromium Process Company  
420 Lexington Avenue  
Boston 14, Massachusetts

Mr. W. M. Black, Vice-President  
J. Walter Thompson Company  
210 North Michigan Avenue  
Chicago 9, Illinois

The address is typed four to twelve single spaces below the date, the placement depending on the length of the letter. Double spacing is used between the last line of the address and the salutation.

In letters to persons of prominence and to others for whom a formal style may be desired, the address is often typed below the signature in the manner illustrated on page 184. This style is also frequently used when a letter is addressed to a friend of the writer. The complete address may be desired so that it will show on the carbon copy and thus be available for filing purposes, but the letter seems a bit more personal if the address is given at the bottom rather than in its usual position at the beginning of the letter. (See page 291.)

**Selecting the Correct Title.** Use the correct title before the name of the person addressed, both in the address on the letter and in the address on the envelope. Do not address a letter to an individual without using *Mr.* or whatever *other* personal title is correct. The correct general titles for the first line of the address are:

Individual: *Mr., Miss, Mrs.*

Firm: *Messrs.* (the abbreviated form of the French *Messieurs*) is used in addressing men, or men and women; *Mmes.* (the abbreviated form of the French *Mesdames*) is used in addressing women. Modern usage tends to omit these two titles and to use instead the name of the firm as it appears on the letterhead.

Corporation: *Name of the Corporation.* To determine whether to use or to omit the word *The* before a company name, follow the exact style used on the letterhead of the company to which the letter is addressed.

**Punctuating Titles.** The period must be used with the following titles because they are abbreviated forms:

<i>Mr.</i>	for a man
<i>Messrs.</i>	for two or more men
<i>Mrs.</i>	for a married woman

The period is not used with the following titles, which are not abbreviated forms:

<i>Miss</i>	for an unmarried woman
<i>Misses</i>	for two or more unmarried women
<i>Mesdames</i>	for two or more married women

**Special Titles.** Certain titles, in addition to those already mentioned, often occur in correspondence. They are:

*Dr.* is the title of one who holds a doctor's degree, whether of philosophy, law, literature, theology, or medicine. As a title it is abbreviated.

*Professor (Prof.)* is the proper title of one holding a professorship in a college or a university. It should be written in full, although abbreviation is common.

*The Reverend (Rev.)* is a title properly carried by a minister, a priest, or a rector. The following guides are important:

(1) *The*, as an article preceding the title *Reverend* or the title *Honorable*, is conservative and preferable usage, although the growing practice in America (as distinguished from that in England) is to use the title *Reverend* or *Honorable* alone.

Preferable:

The Reverend Dr. D. K. Crane  
The Reverend Mr. Adams  
The Reverend J. J. Towne  
The Honorable Arthur Bowen  
The Honorable Mr. Bowen

In the case of direct *oral* address *The* is dropped.

(2) Although abbreviation is common, it is better usage to write such titles in full.

(3) When preceded by *The*, such titles should *not* be abbreviated.

(4) Correct usage does not approve the use of *Reverend* or *Honorable* with the last name alone. Avoid: The Reverend Crane; The Honorable Towne.

(5) When *the* is not the only word used before *Reverend* or *Honorable*, it should not be capitalized.

We have sent this suggestion to the Reverend Arthur McCall and to the Honorable N. W. Forbes for consideration.

*The Honorable (Hon.)* is a title given to an individual who holds, or has held, a prominent governmental position. It is used with the names of cabinet officers, ambassadors, members of both houses of Congress, governors, mayors, and judges. Courtesy often extends it to others. As in the case of *Professor* and *Reverend*, it is better to write *Honorable* in full, although abbreviation is common. When preceded by *The*, the title *Honorable* should not be abbreviated. Do not use *Honorable* with the last name alone. Avoid: The Honorable Warburton.

**Difficult Titles for Special Classes.** For certain public officials, educators, and church dignitaries, other special titles and salutations are reserved. For these titles and the matching salutations, see the Reference Section in the latter part of this book, pages 566 to 569.

**Using Double Titles.** Common sense dictates when it is correct or incorrect to use a double title. Compare and analyze these examples:

*Right*

Dr. C. L. Keynes, Director  
Mr. James Roberts, Manager  
The Honorable C. R. Rayfield,  
President  
The Reverend H. H. Lynn,  
Moderator  
Mrs. K. D. Ames, Superintendent

*Wrong*

Dr. C. L. Keynes, M.D.  
Mr. James Roberts, Esq.  
The Honorable C. R.  
Rayfield, Esq.  
Dr. H. H. Lynn, D.D.  
Mrs. Dr. K. D. Ames

The multiplication of titles and degrees with a given name is not objectionable *if each one represents a different kind of status or achievement from the other*. Hence, double titles are justifiable when the second title adds new information or distinction and does not merely duplicate that which appears in the first title.

**Typing the Official Title.** The official title in an address should be placed at the beginning of the second line and followed by a comma and a space. This title indicates the official position in relation to the company named in the second line. If the second line is long, however, the official title may be typed on the first line, with the personal name, to equalize line lengths.

Mr. Harry Jensen  
Manager, Acme Company  
Detroit 20, Michigan

Mr T. W. Brown, Vice-President  
Westinghouse Electric Corporation  
East Pittsburgh, Pennsylvania

**Handling Proper Names.** An error of the worst kind is to misspell the name of the person addressed or to take undue liberty with that name in the way of abbreviation or the omission of an initial. Men with the names *Robert* and *Albert* may detest seeing them slashed to Robt. or Alb. Men with the initials R. R. and A. C. may have a deep personal distaste for initials cut to R. and A. Nothing is more individual than our names as we spell them and present them to others. Do not alter them without authority. In the address of a letter and elsewhere, write a name exactly as it is written by the bearer. This rule applies even to the word *Company*, which should be shortened to *Co.* only when the business itself does so.

To misspell a proper name is bad enough; but equally bad is to mispronounce it. In a sales presentation it is a cardinal sin to mispronounce the name of the man whom you are addressing. Such mispronunciation may offend him. In using the name of another, be sure to pronounce it as it is pronounced by the bearer himself or by one who knows him. Always take pains to determine the correct pronunciation before you speak.

**“Attention—” Line.** Two acceptable ways may be used to reach by letter an individual in a business concern. One is to address him personally at the address of the business. The other is to address the concern and to follow that address with an attention line, which will direct the letter to his notice. The latter method is preferred for routine letters. The attention line, if used, is typed two single spaces below the last line of the address. In the block form of letter the attention line is typed even with the left margin between the address and the salutation. In the indented form the line is either centered after the salutation or begun at the paragraph point two lines above the salutation.\*

---

\* *Mr. Reed, Please* is sometimes used as a variant of *Attention Mr. Reed*.

*Block Form*

Jackson and Reed, Inc.  
General Contractors  
5500 East Main Street  
Albany 8, New York

Attention Mr. Reed

Gentlemen:

*Indented Form*

Jackson and Reed, Inc.  
General Contractors  
5500 East Main Street  
Albany 8, New York

Gentlemen:      Attention Mr. Reed

On the envelope type the attention line in the lower left corner or immediately below the name of the company in the address itself. (See page 191 for illustrations.)

A letter carrying an attention line will be opened at once, along with general correspondence. If the person specified is absent, and a prompt answer is required, the letter will be referred without delay to another member of the staff. A letter bearing a personal address may await the attention of the addressee and, as a result, may for some time lie unanswered on his desk.

**Subject Line.** The subject of a letter is sometimes emphasized with a subject line, thus: *Subject: Better Letters* or *Subject: Your Order No. 2701*. If the printed letterhead does not indicate the place for the subject line, the subject (if one is used) may be (a) centered in the space after the salutation and on a line with it or (b) centered on the second line below the salutation. In the latter case the body of the letter begins two single spaces below the subject line. The word *Subject* should be followed by a colon.

The Westfield Corporation  
1100 East Ninth Street  
San Francisco 4, California

Gentlemen:      Subject: Better Letters

The Westfield Corporation  
1100 East Ninth Street  
San Francisco 4, California

Gentlemen:

Subject: Your Order No. 2701

**Attention and Subject Lines Used Together.** If the same letter should call for the use of both subject and attention

lines, follow this procedure: (a) Type the attention line two single spaces below the last line of the address; (b) type the salutation two single spaces below the attention line; (c) center the subject line to the right of the salutation and on a line with it.

The Westfield Corporation  
1100 East Ninth Street  
San Francisco 4, California

Attention Correspondence Supervisor

Gentlemen:                      Subject: Better Letters

**Reference Line.** Occasionally a correspondent will place, somewhere at the top of his letter, the following request: "In your reply please refer to File 437." Your reply will then carry the following reference line, typed at the same point as the subject line:

Reference: Your File 437

**Correct Salutations Are a Part of Good Manners.** The salutation of a letter is a form of courtesy to the reader, an interpretation of good manners exemplified both in letter form and in business usage.

When you meet another, perhaps you say, "How do you do?" Just so you may write: Dear Sir: (or) Gentlemen: For the business letter these are two common salutations. They are "correct" (in the purely formal sense). *Dear Sir:* is always singular. *Gentlemen:* as a term is always plural. Do not use *Dear Sirs:*

Whatever the salutation, type it two spaces below the address and flush with the left margin. If there is an attention line, type the salutation on the second line below the attention line unless that line is centered after the salutation. Double-space between the salutation and the first line in the body of the letter.

**Approved Salutations.** Certain salutations are approved by the preference of authorities and by the weight of usage of famous organizations. In the order of decreasing formality, these salutations are:

*For Men*

Sir:  
My dear Sir:  
Dear Sir:  
My dear Mr. White:  
Dear Mr. White:  
My dear White:  
Dear White:  
My dear John:  
Dear John:

*For Women*

Madam:  
My dear Madam:  
Dear Madam:  
My dear Mrs. White:  
Dear Mrs. White:  
  
My dear Miss White:  
Dear Miss White:

In the plural the approved salutations are:

*Gentlemen:* This salutation is standard for addressing a company, a committee, a numbered post-office box, a collective organization made up entirely of men, *or of men and women*, and other group units of similar type. It is optional to use (1) *Dear Sir and Madam:* in writing to a firm consisting of a man and a woman; and (2) *Ladies and Gentlemen:* in writing to a club or social organization consisting of both men and women.

*Mesdames:* This salutation is standard for addressing a company, a committee, or a collective group made up exclusively of women. *Ladies:* is an alternate salutation that is gaining favor.

**The Test: How Well Do You Know Your Correspondent?** Naturally you seek a standard by which you can choose the correct salutation from these lists, no matter what the situation. The test is found in the answer to the question, How well do you know your correspondent?

Choose the salutation that represents the degree of acquaintance you enjoy, that properly reflects the relation existing between you and the person addressed, and that matches the tone of your message. For those whom you have never met, the formal *Sir:* or *Madam:* may be used, although in such instances the less formal *Dear Mr. White:* (or whatever the name may be) is approved. When *Printers' Ink* some time ago made a survey of the letter production of five hundred companies, it found that the salutation *Dear Mr. White:* was used a hundred times to each use of *Dear Sir:*

When you are on a level of personal acquaintance, the less formal and the informal salutations may be used. Modern cor-

respondence prefers personal directness. For this reason the *Sir:* and *Madam:* groups are falling into disfavor.

**How to Capitalize a Salutation.** Capitalize the first word of a salutation. The word *dear* is not capitalized unless it is the first word. The following words are always capitalized:

*Sir*

*Mr.*

Every surname (*White*, for example)

Every first name (*James*, for example)

*Madam*

*Mrs.*

*Miss*

All titles (*President*, *Professor*, *Superintendent*,  
*Director*, *Dr.*, and the like)

**How to Punctuate a Salutation.** The only correct punctuation for the salutation of a *business letter* is the colon (:). It should be placed at the end of the salutation line. Example: Dear Mr. White: Do not use a comma as the punctuation after a business salutation. The comma, in this usage, is acceptable in personal correspondence. Do not use a colon and a hyphen (:-); use only the colon (:).

The use of the colon after the salutation is optional when open punctuation has been used in the heading and the address. If *strict* open punctuation is used, the colon is omitted after the salutation.

**Special Salutations Involving Familiar Titles.** Certain familiar titles are used almost every day. Many of these find their places in salutations. The most important follow.

*Dr.:* It is permissible to abbreviate this title in the salutation, although many leading concerns write it in full.

Dear Dr. White: Dear Doctor White:

*Professor (Prof.):* Although the abbreviation is common in salutations, it is better practice to write this title in full.

Dear Professor White:

*The Reverend (Rev.):* Although the abbreviation is common in salutations, it is better to write this title in full.

My dear Reverend White: Dear Reverend Father:

**Difficult Salutations to Special Groups.** Some business letters must go to persons not directly, and in some instances not even remotely, connected with business. To address these people correctly, you must be familiar with the special titles and salutations or you must know where to go to find them.

Two special groups of persons considered difficult to address are: (1) governmental and other officials prominent in public life; (2) church dignitaries.

The difficulty is that the suitable titles and salutations are unfamiliar because they are not often used. Furthermore, in letters to these special classes formal address must be observed. In the Reference Section of this book is a list of special address forms and matching salutations for these special groups. This list has been painstakingly edited and will prove a useful guide. The list is based upon the prevailing practice of the leading organizations of America.

## PROBLEMS

1. Select the right salutation for a letter to each of the following: (If a title is missing, supply it.)

Boston Store  
Batten, Barton, Durstine and  
Osborne, Inc.  
The A. J. Farnham Co., Inc.  
Tom Rymer (football coach)  
*College Humor*  
Klean-Rite Auto Laundry  
University of Virginia  
Liberty's (London store)  
The Antrol Laboratories, Inc.

National Mutual Society  
Detroit Creamery Company  
John R. Mott (famous lecturer)  
Mary Link (student)  
Pittsburgh Plate Glass Company  
Paper Makers Corporation  
Board of Education  
The Frank E. Davis Fish Co.  
Chicago, Milwaukee, St. Paul and  
Pacific Railway

2. The following addresses and salutations may be inaccurate. Write them correctly.

E. W. Parker, Inc.,  
9 West Main Street,  
Lake Wales, Florida

Dear Sir:

Professor W. L. Green,  
Dept of Philosophy  
Univ. of Mich., Ann Arbor

Dear Prof.:

Ground Gripper Shoe Co,  
84 Linden Park Street  
Boston 12, Mass

Gents:

Rev. J. Leithen  
162 8th St., Portland 5,  
Maine

Dear Reverend;

Mr. O. C. Harn  
Managing Director  
Audit Bureau  
Chicago 28, Illinois

Mr. Harn:--

Joseph M. Johnson Pen Co.  
992 Wolfe Avenue,  
Boston 5, Mass.

Dear Mr. Johnson:

Blaine Township High School  
Des Plaines Illinois.

Gentlemen;--

Mr. C. E. Burley and Sons  
Corners Plum, & Geo. Sts  
Cincinnati 2 Ohio

My Dear Mr. Burley,--

William Bolitho,  
Third and Wayne Streets  
Phila. 9, Pa.  
Dear sir,

Elizabeth Gild  
The Embassy Manor  
Sixteenth St,  
Wash. D. C.

Dear Miss:

3. Rewrite the following addresses and salutations as you would approve them for the mail.

- (1) Model Steam Ldry., Huron, S. Dak. Gentlemen;--
- (2) Roddis Co., Park Falls Maine. Dear Sirs:--
- (3) Myer Cohn, Walworth, Wisc. Gentlemen:--
- (4) The Economy Hall Avenue, Marinette, Wis. Dear Sir:
- (5) Mr. Martin Conrad, Northwestern Co. 105 West Main Street, Springfield, Illinois My dear Mr. Conrad:
- (6) J. M. Cooke, Cash'r, 1st Nat. Bank, New Albany, Indiana. Gentlemen:
- (7) Mr. J. H. White, State Bank, Ludlow, Kentucky. Mr.:
- (8) Ludington Co., Fall Creek, Tennessee. Dear Sir,--
- (9) E. F. Baldwin, Delta Sigma Phi, 210 Keganso Avenue, Munising, Michigan Gentlemen:
- (10) Graybar Electric Company, 500 South Clinton Street, Chicago 12, Illinois. Gentlemen:

4. Letters are sent to the following individuals and organizations. Rewrite these addresses in correct order, giving titles when necessary. Supply suitable salutations.

- (1) R. E. Schiller, 160 Astor Street, Newark 3, N. J.
- (2) Chicago and North Western Railway Company, Chicago 4, W. C. Johnson, Freight Claim Department, Illinois, Freight Claim Agent
- (3) Department of the Interior, Washington, D. C., Secretary of the Interior
- (4) The Lamson Company, Inc., 216 W. Monroe Street, New York, Syracuse 18
- (5) Attention A. F. Lynch, Milwaukee, Assistant to the Traffic Manager, Wisconsin, Milwaukee 9, Electric Railway and Light Company, Public Service Building
- (6) Crowell, Crowell, Landor and Brown, 3300 Equitable Building, Buffalo 2, Room 2510, New York

- (7) Des Moines 4, Iowa, F. L. Karr, Dry Goods Merchants Trade Journal, 725 Grand Ave., Editorial Department
- (8) Roy Bellin, 1229 Calumet Avenue, East Aurora, New York
- (9) A. H. Klinkerfues Sons Company, 901 East Seventh Street, Los Angeles 8, Attention L. L. Marsters, California
- (10) Earl Jordan, Northwestern Bell Telephone Company, St. Paul 4, Minnesota (a personal acquaintance)

5. Jack Brown, a friend who attends a school in a neighboring city, writes to inquire how far you have gone in business correspondence. He took the course last year and is interested in what you are doing. Write him a letter, using the information you have thus far studied as to form and layout. If possible, type the final draft on standard white paper, 8½ by 11 inches.

In the body of the letter tell Jack what you have learned about at least three of the following subjects:

Letter layout

Structure of the letter (its parts)

Close punctuation and open punctuation

Some purposes of the address

How to choose salutations sensibly

Some examples of salutations to special groups and reasons why such salutations are more difficult than the salutations in daily use.

6. List in writing, opposite the appropriate matching titles discussed on page 166, the names of actual persons or business concerns from your community. Examples: *Mr.—A. H. Jones; Messrs.—Finch and Leigh, Attorneys-at-Law.*

7. You are the secretary of a business club. Some of the members you know very well; others are almost strangers to you. You need to send out a short personal letter to each one. (a) State in writing how you will decide the exact form of salutation to use. (b) List in writing all the stages of salutation from the most formal to the least formal.

8. In a written paragraph give as many reasons as you can why it is necessary that an address be written with special care and that a person's name be spelled correctly.

## SECTION 4

### SPECIAL PROBLEMS IN THE BODY AND CONCLUDING PARTS

**Body of the Letter.** The paragraphs in the body of the letter are indented or are in block form according to the style of letter. If the paragraphs are in block form, they are always single spaced with double spacing between paragraphs. If the paragraphs are indented, they are most commonly typed single spaced, although in very short letters they are sometimes typed with double spacing. When the indented style is used, the first line of each paragraph is most commonly indented five spaces. Indentions up to ten spaces are permissible.

**Paragraphing in the Body.** As a rule paragraphs in business letters are shorter than those in other forms of writing. The rapid pace of the letter has made them so. The business paragraph is on its way to get something done. It aims straight at the bull's-eye of a target, and the path of its thought should be as straight as an arrow.

Let us review for a moment what has been said earlier about paragraphs: Consider your reader's convenience. Make it easy for him to understand what you have written. Keep the first paragraph short. An opening block of two to five lines is easy to see and to grasp. Vary the later paragraphs within four to ten lines or so. Remember that it is easier to read four paragraphs of six lines each than one solid paragraph of twenty-four lines. It is also easier to read four paragraphs of six lines each than twelve paragraphs of two lines each. Do not overparagraph. Strike a happy medium.

**Abbreviations.** Use abbreviations sparingly. To write names and titles and expressions in full is a courtesy that many well-known firms thoughtfully extend. Certain abbreviations should be avoided at all times.

<i>Avoid:</i>	<i>Use:</i>	<i>Avoid:</i>	<i>Use:</i>
acc't, acct., a/c	account	Bfo.	Buffalo
am't, amt.	amount	Phila.	Philadelphia
rec'd	received	D'r S'r	Dear Sir
4/20/—	April 20, 19—	Gents	Gentlemen
Chi.	Chicago	Sec'y	Secretary
S. F.	San Francisco	& Co.	and Company
Milw.	Milwaukee	Y'rs	Yours

In routine correspondence, in which the addressees are familiar with every term, shortened forms are permissible. In such cases the correspondents should standardize their abbreviations according to a list like that in the *Style Manual of the United States Government Printing Office*.

**Second Sheets.** Most business letters can be put on one sheet. Only when necessary should second pages be used. Yet this warning is important: *Do not crowd* one page merely to avoid the use of a second.

Margins on the second page should match those on the first. The heading is written thus:

Universal Corporation -- 2

January 27, 19--

#### A SECOND-PAGE HEADING

Leave three to six spaces between this second-page heading and the continuation of the message from the first page.

**Selecting the Complimentary Close.** The complimentary close is the fifth structural part of the letter. Like the salutation its choice is controlled (1) by good taste, (2) by the practice of leading business organizations, and (3) by the degree of acquaintance you have with the reader.

**Match the Complimentary Close to the Salutation.** There is a direct link between the salutation and the complimentary close. The most commonly used closes in business letters are:

Very truly yours,  
Yours very truly,

The close *Yours truly* has dropped from favor because it sounds abrupt and because it has been worn out.

Choose the complimentary close to match the salutation. Let it also match the tone and spirit of the message. Keep them in step. If the salutation is familiar because of a long-standing acquaintance, the complimentary close may be so. If the salutation is reserved because the message is directed to a person of high position with whom correspondence has never before been carried on, the complimentary close should be likewise. In brief, the two parts should match at beginning and end, should keep in step, grade by grade, from the most severely formal at one extreme to the most familiar and friendly at the other. Here is the approved list of closes:

Severely formal or for use in official letters, reports, or com- munications to superior au- thority, or to indicate special respect.	}	Respectfully yours, Yours respectfully, Respectfully submitted,
Severely formal	}	Very truly yours,
Formal	}	Yours very truly,
Semiformal	}	Very sincerely yours,
Ordinary business matters	}	Yours very sincerely,
Business acquaintance	}	Sincerely yours,
Ordinary business friendship	}	Yours sincerely, Sincerely,
Daily business contacts	}	Cordially yours,
Close business friendship	}	Yours cordially,
Informal business relations	}	Cordially,
Personal friendship	}	
Close personal friendship with or without business	}	Faithfully yours,
Close confidential relations in- volving business	}	Yours faithfully, Faithfully,

**“Goodwill Closes.”** Closes that pivot on the goodwill words *sincerely*, *cordially*, and *faithfully* gain in use. Their choice should be governed by good taste and by the spirit of the message. In cases of doubt choose the conservative closes: *Very truly yours*, *Yours very truly*.

**How to Type, Capitalize, and Punctuate the Complimentary Close.** (1) Type the complimentary close two spaces below the last line of the body. (2) Begin it at the same distance from the left edge of the sheet as the heading; or, if the heading has

# UNIVERSAL BUSINESS CORPORATION

1000 Market Street

SAN FRANCISCO 11, CALIFORNIA

June 1, 19

The Duplex Corporation  
2000 Berkeley Square  
Boston 12, Massachusetts

Attention Mr. Ainsworth

Gentlemen:

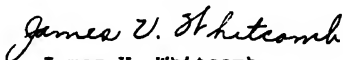
Thank you for your inquiry of May 27 and for your expression of interest in the series of booklets we have been publishing under the sponsorship of our Better Letters Division.

Your request for these booklets pleases us greatly, and we take pleasure in sending them to you with the hope that they will help you in many practical ways to strengthen your business letter program.

After you have spent the seven minutes and thirty seconds needed to read the introductory booklet, you will note that it develops the vital subject of communication. It demonstrates how effective communication in business involves time and place, speed and direction. It tells you how to project the lines of your personal power, how to capitalize on your own strength, and how to be in many places at the same time!

After you have read the booklets, we hope you will let us know how we may help you further.

Sincerely yours,



James V. Whitcomb  
Executive Vice President

KDA

Enclosures 2

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A LETTER WITH AN ATTENTION LINE AND  
ENCLOSURE NOTATION

# UNIVERSAL BUSINESS CORPORATION

1000 Market Street  
SAN FRANCISCO 11, CALIFORNIA

August 1, 19

Mr. A. L. Mannering  
President  
The Eastport Corporation  
400 Park Avenue  
New York 20, New York

Dear Mr. Mannering:

Subject: Better Letters

You may be sure that we appreciate your most interesting comment on the introductory booklet of the series we have presented to the business executives of America under the sponsorship of our Better Letters Division.

Letters like yours are encouraging. They make us more certain that we are giving an appreciated service to American business, a service all the more appreciated because it has an immediate and practical application to problems that beset every company from coast to coast.

Executives are just beginning to come to the full realization that business letters are one of America's most powerful communication channels. Most universal of all, available to every man, they are the one medium that everyone can command. Instrument of great individual power, the business letter wins the headlines in the history of American business.

Sincerely yours,

UNIVERSAL BUSINESS CORPORATION

*R. L. King*  
Director, Letters Division

RLKing:KDA

---

A LETTER WITH THE ADDRESSEE'S TITLE ON A LINE BY ITSELF  
-- AND WITH A SUBJECT LINE

been centered, begin the close slightly to the left of the center of the paper. (3) Capitalize only the first word of the close. (4) When close punctuation is used, follow the complimentary close with a comma. When strict open punctuation is used and the colon is not used after the salutation, omit the comma after the complimentary close. If the colon is used after the salutation, with open punctuation in the heading and the address, the comma should be used after the complimentary close.

**Signature.** The company signature is typed in solid capital letters, two single spaces below the complimentary close. In the block form the company signature is begun even with the complimentary close. In the indented form the company signature is indented five spaces from the beginning of the close. If the company name is long, it must begin far enough to the left so that it will not extend noticeably into the right margin.

The signature in its usual form has three parts: (1) the organization name (typed), (2) the dictator's signature (pen-written), and (3) the dictator's name, title in the organization, or both name and title.

The official title is typed four single spaces below the company signature and, in the block style, beginning even with it. In the indented style the official title is indented five spaces from the beginning of the company signature, or it may be spaced so that it will end at the right margin. The official title is typed in small letters, each word of the title beginning with a capital. If an official title is not used, the dictator's name may be typed in the position usually given to the official title.

MARSHALL-WELLS, INC.

*H. A. Sulgrove (penwritten)*

H. A. Sulgrove

PITTSBURGH GLASS COMPANY

*W. V. Stimson (penwritten)*

Manager, Glass Department

When the name of the business comes first, as in the examples given above, the business is felt to be responsible for what is said in the letter. If, however, the name of the individual appears first, he is felt to be primarily responsible for his statements.

*A. H. Richardson (penwritten)*  
Secretary and Treasurer  
RICE CHEMICAL COMPANY

*Julian D. Clark (penwritten)*  
Executive Director  
AMERICAN ZINC INSTITUTE

Standardize your personal signature in a simple form and do not deviate from that form in business documents. This plan reduces the chance of questions arising when signatures of the same individual vary. In legal disputes signatures are scrutinized to the minutest detail. Adopt the form of your name you like best and use that form.

**Penwritten Signature, Signature Identification, and Stenographic Reference.** A penwritten signature should, if possible, be readable. Make your signature legible, if it is not already so, before your writing habits become too set.

Some persons write signatures beyond the skill of even an expert to decipher. To forestall the difficulty of reading such a signature, type the name of the dictator (not just the initials) either (1) directly under the penwritten signature or (2) flush with the left margin and on a line with the dictator's official title, either four single spaces below the complimentary close or four single spaces below the company signature when such a signature is used. The spelling of the dictator's signature may thus be positively identified, even if the handwriting is beyond the power of the eye to decipher. For detail, see the layout diagrams on page 147. If the name of the signer appears on the letterhead in such a line as *Office of R. H. Rogers, Executive Director*, it is unnecessary to type an identification. Here initials are sufficient to indicate the dictator.

When there is more than one dictator and more than one stenographer in the office, it must be possible to know who has dictated a letter and who has transcribed it. Initials or figures are used to indicate the stenographer. These follow the type-written name of the dictator. The preferred form is:

Roy F. Stowell:LR      or      Roy F. Stowell  
LR

If the name of the dictator is typed below his penwritten signature, the stenographic identification is typed after his initials, which appear at the left margin, thus: RFS:LR.

# RICHARD D. WHITTEMORE

THE STATESMAN BUILDING

WASHINGTON, D. C.

August 5, 19

My dear Mr. Strachey:

The official form of letter, of which this is an example, differs from the standard arrangement of structural units only in the position of the address. The official form, as its name implies, is used in letters of official character. It may also be used in personal letters of a formal and dignified nature.

The date line is centered below the letterhead or is placed in the upper right-hand part of the sheet. The matter is optional. The position of the salutation establishes the left margin. The salutation is placed from two to five spaces or more below the date line, depending on the length of the letter. The address, which now loses its introductory character, begins flush with the left margin, from two to five spaces below the final item of the signature, the precise placement depending upon the length of the letter. The signature identification and stenographic reference line is placed two spaces below the final item of the address. Signature reference initials are not expanded if the name of the signer already appears in the letterhead, as is the case in this letter.

Yours very sincerely,

*Richard D. Whittemore*

Mr. George W. Strachey  
4210 Williamsport Avenue  
Danbury, Connecticut

RDW:KD

---

## THE OFFICIAL FORM OF LETTER

This form is used in letters of official character and in personal letters.

The reference line is typed even with the lowest line of the signature or on the second space below that line. The former method keeps the base line of the letter even and thus enhances the attractiveness of the picture-frame margins. The second method is usually considered slightly easier to type.

**Indicating the Status of Women.** Women whose signatures do not indicate whether or not they are married should identify their status by either of the following methods:

Kathryn D. French      or      (Mrs.) Kathryn D. French  
(Mrs. J. L. French)      (Miss) Ethel Craig

**Enclosures.** Call attention, in the body of the letter, to enclosures if any are included. Add a notation (usually the word *Enclosure* or the abbreviation *Encl.*) at the left margin, one double space below the stenographic identification.

James W. Steadman:RWS      or      James W. Steadman:RWS

Enclosures 2

Encls. 2

The use of the double space after the identification line causes the word *Enclosure* or the abbreviation *Encl.* to stand out clearly for the attention of the mail clerk. When the letters have been signed by the dictator and are being folded and prepared for the mail, the enclosure reference provides a check against failure to include the enclosure called for.

## PROBLEMS

1. Arrange the following letter parts correctly on plain paper 8½ by 11 inches. Use the current date and your own initials in the stenographic reference. Omit the body. Correct all errors.

- (1) advertising manager, L. W. Kimball, Chicago 24, 2840 Archer Ave., Acme Steel Company, gentlemen,—, Yours, Jas. E. Mackin, Riverdale, Ill.
- (2) Signode Steel Strapping Company, Dear Sir:, Chicago 19, 2600 N. Western Ave., Illinois, cordially, E. C. Hammer, Elgin Creamery Co.
- (3) Harrison, Va., A. G. Prescott, 525 S. Merlin St., Gen. Mgr, House Outfitters, Inc. Gents —, Respectively y'rs, Henry Bishop Company, per E. R. Donovan, Sec'y

- (4) Knipfel, Renk and Hill, Lawyers, Manhattan Bldg., 6600 ninth st., Seattle 20, Wash. Dear Mr. Renk:, Yours truly, J. J. Holland, 2139 Atwood Ave., Wichita 3, Kans.
- (5) Hon. D. D. Murphy, Ch'm'n of B'd, General Pub. Serv. Corp., 559 Marshall St., My dear sir:, Milwaukee 16, Most resp'y Yours, E. F. Rider, Exec. Director, Security State Bank, Peoria 8, Illinois

2. Supply suitable titles, salutations, and complimentary closes for letters to the following (not acquaintances). Arrange the letter parts correctly.

- (1) William H. Sprague [surgeon], Alabama General Hospital, University Avenue, Montgomery 5, Alabama
- (2) W. M. Burns [supreme court justice], State House, Springfield, Illinois
- (3) G. C. Mills [doctor of philosophy and dean of the College of Arts], Blank University, Metropolis, California
- (4) American Refiners, Inc., Sandusky, Ohio
- (5) Arthur H. Parker [governor], State Capitol Building, Harrisburg, Pennsylvania

3. Arrange the following letter parts correctly on plain paper 8½ by 11 inches. Use the current date. Omit the body. Correct all errors.

- (1) mr n b kerns cary illinois dear mr kerns yours very truly b f eidmuller for bonbright and company
- (2) messrs kerns and kerns 7 diana st cary illinois gentlemen yours very truly carson pirie scott & co
- (3) tempero and fallon inc 1009-1011 so tenth st manitowoc wisconsin gentlemen yours truly mills co
- (4) mr alfred j hayes 600 university building milwaukee 8 wisconsin my dear mr hayes yours very truly audit bureau of circulations c a chambers promotion manager
- (5) mr c j dott nashville 3 tennessee dear sir yours sincerely porterfield flying school h g austin

4. Lay out each of the following letters in an attractive picture frame, placing all parts correctly.

(a)

The Matthews-Northrup Works, Buffalo 16, New York, February 1, 19—. Mr. Lewis Walton, 459 Lawn Avenue, Holland, Michigan. My dear Mr. Walton: We are glad to note from your letter of January 28 your interest in CLEMENT COMMENTS. [new paragraph] We shall be glad to place your name on the mailing list so

that you will receive copies regularly. The next issue will be ready for the mail within the next few weeks, and a copy of it will go forward to you. Cordially yours, W. D. Roesling, Sales Manager

(b)

August 9, 19—. Professor F. W. James, Department of Business Administration, Chariton University, Cincinnati 12, Ohio. Dear Professor James: May I ask you to send me the names of one or two books on business-letter writing? [new paragraph] I am planning to do a large amount of correspondence in connection with my work this fall and should like to have more information on the subject to add to that which I received in your courses. I shall be very glad to hear of a good book supplementing your *Business Correspondence*. [new paragraph] My address until September 15 is 2214 Municipal Building, New York 19. You may be sure that I shall appreciate your help. Sincerely yours, W. A. Shield

(c)

June 4, 19—. Mr. James Spickard, 216 North Lake Street, Trenton 6, New Jersey. Dear Mr. Spickard: Your letter of June 3, in which you apply for a position with this department during your vacation, suggests that you would like an interview. [new paragraph] If you will call at this office Saturday morning, June 18, about ten o'clock, we shall be glad to discuss the matter with you. Yours very truly, New Jersey Highway Commission, G. C. Woods, Division Engineer

5. These are practical experiments in layout. Typewrite your work if possible. Use white unruled paper. For black-board work use a space to represent the dimensions of the standard letter sheet. Arrange the material as if it were part of a typed letter not placed on a letterhead.

Put the following letter parts in proper order and position on the letter sheet. Use the current date. Correct all errors. Omit the body of the letter.

(a)

*You are writing to:*

S. W. Rutherford  
Chicago 25, Ill  
District Sales Mgr  
1305 Madison Bldg.  
Fibreboard Co. Inc.

*You are:*

G. W. Blackburn  
221 Few Street,  
Princeton, N J

*Your object is:*

To ask for a quotation on fibreboard to be used for shipping cartons.

(b)

G. W. Blackburn -

S. W. Rutherford

To reply to (a).

## (c)

<b>Universal Stores</b> <b>Hdqtrs</b> <b>Mifflin Street</b> <b>Tunnel City, Okla.</b>	<b>J. J. Nash</b> <b>Nash Food Company</b> <b>2246 Austin Ave.</b> <b>St. Louis 12, Mo.</b>	<b>To sell a wholesale</b> <b>order of Gold Band</b> <b>table condiments,</b> <b>especially mustard.</b>
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## (d)

<b>J. J. Nash</b>	<b>General Manager</b> <b>Universal Stores</b>	<b>To reply to (c).</b>
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## (e)

<b>G. W. Leach</b> <b>Tenney Bldg.,</b> <b>Seventh Floor</b> <b>Indianapolis 2, Ind.</b> <b>Attorney-at-law</b>	<b>W. W. Hanley</b> <b>Agency Mgr</b> <b>Bankers Life Co</b> <b>Merchants Bldg.</b> <b>Indianapolis 3, Ind.</b>	<b>To quote on a new</b> <b>policy of insurance</b> <b>with privileges for</b> <b>professional men.</b> <b>Enclose a leaflet.</b>
---	---	---

6. William Rumford, an acquaintance of yours, is applying for a position in the company of a business friend, Mr. J. N. Ashton, manager of Ashton and Company, retail furniture dealers, 1710 State Street, Hartford, Pennsylvania. Mr. Ashton asks you for information about William Rumford. You have knowledge that will, you think, be useful to Mr. Ashton: Rumford is a high-school graduate with three years of experience as a clerk in a retail grocery store. He dresses well, likes to read, is interested in athletics, and, as far as you know, has no bad habits.

On the blackboard or a sheet of paper, according to the direction of your teacher, write a short letter of reply, complete in all its parts, giving the information requested.

7. Obtain a business letter and count the number of abbreviations you find, beginning with the first word in the letter-head and continuing to the last element. Give the total figure at the top of the page. In writing, answer the following questions: (a) What do you recommend regarding the use of abbreviations? (b) When should they be avoided? (c) What is a good working rule for deciding whether an abbreviation should or should not be used? (d) List correctly the abbreviation for the name of your state and for the names of the six nearest neighboring states.

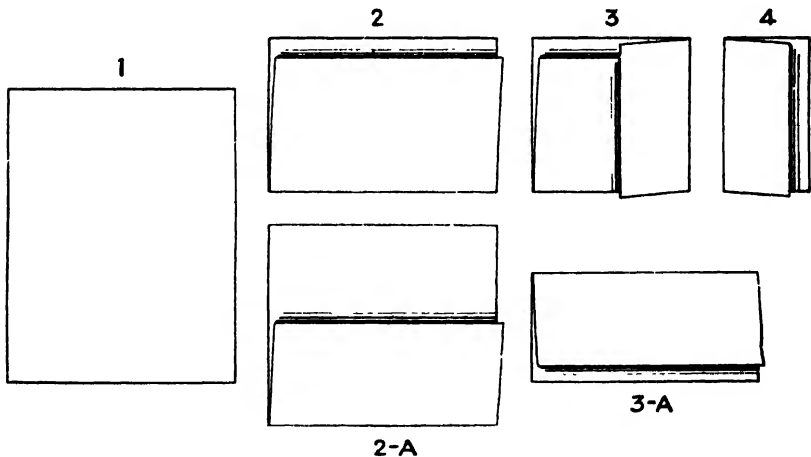
## SECTION 5

### FOLDING THE LETTER; ADDRESSING THE ENVELOPE; USING POSTAL CARDS

**Folding the Letter.** The size of the envelope largely controls how the letter must be folded. The folding method should economize time and energy and should make the unfolding easy for the receiver. An unfolded letter must be neat and attractive as it comes forth from the envelope and first strikes the eye. These folding directions are recommended:

#### *For the Business Envelope*

1. Place the letter face up on the desk.
2. Fold the sheet up from the bottom to a point a half inch from the top edge. With the edges even at the sides, crease the fold.
3. Fold from right to left not quite a third of the width of the sheet.
4. Fold from left to right, leaving a margin of about a half inch at the right.
5. Hold the envelope in your left hand; take the letter in your right hand, last crease at left, last fold up; insert it into the envelope, face downward, flap open toward the right.



**FOLDING THE LETTER FOR THE BUSINESS ENVELOPE AND THE OFFICIAL ENVELOPE**

*For the Official Envelope*

1. Place the letter face up on the desk.
- 2-A. Fold the bottom third of the sheet toward the top. With the edges even at the sides, crease the fold.
- 3-A. Fold the top downward not quite a third of the sheet. With the edges even at the sides, crease the fold.
4. Hold the envelope in your left hand; take the letter in your right hand, last crease at left, last fold up; insert it into the envelope, face downward, flap open toward the right.

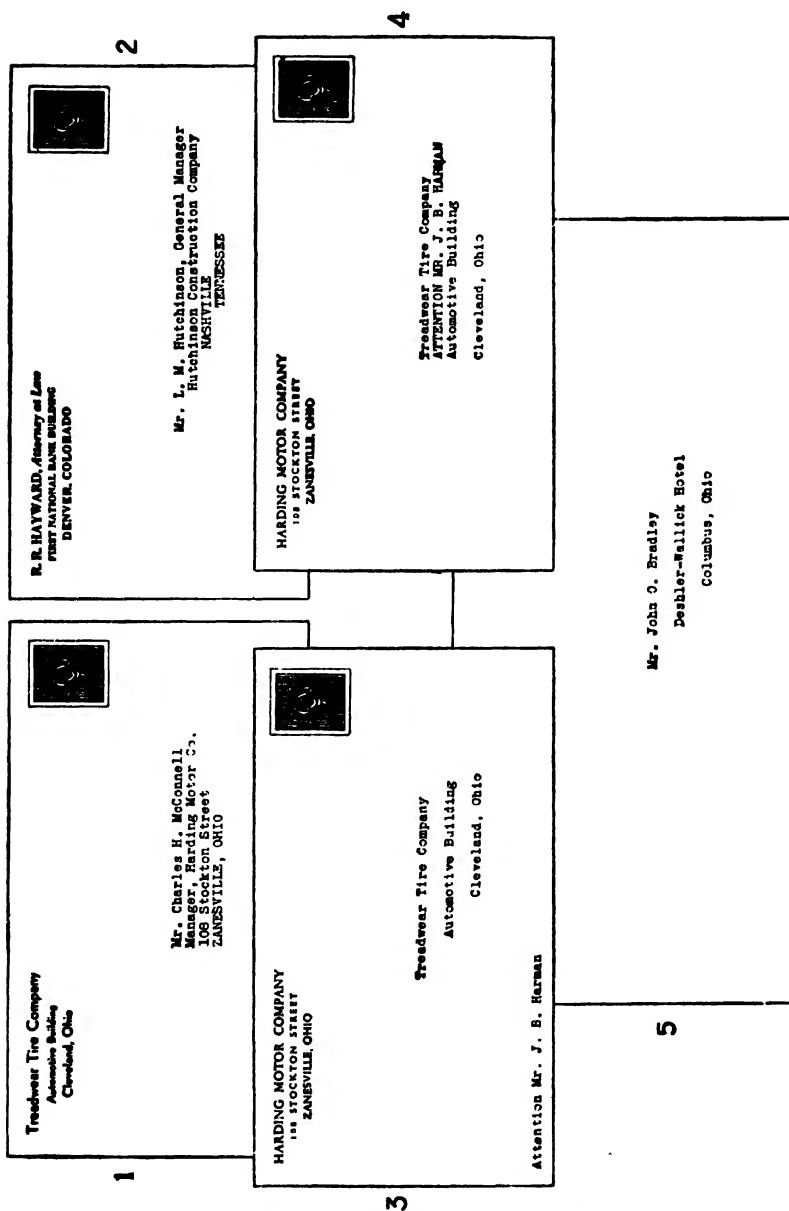
These folding methods assure the natural reading position of the letter, top edge up, as the sheet unfolds.

**Envelope Addresses.** Although the envelope address should be essentially the same as the address in the letter, a few exceptions should be noted. Three-line addresses for envelopes are often double-spaced for more legibility and hence more accuracy in the handling of mail. When four or more lines are to be used, however, the envelope address should be single-spaced. Always use at least three lines for an envelope address. If no street address is given, type the names of the city and the state on separate lines. The city and zone number should be separated from the state name by a comma when typed on the same line. Do not use the word *City* in the place of the correct name of the city.

The top line of the address should not rise above the middle of the envelope and should be centered from left to right. With the exception of the points noted above, the envelope address duplicates the address in the letter in form (block or indented) and in punctuation (close or open). The form should present the maximum in attractiveness and clearness, in accuracy and symmetry. Millions of pieces of valuable mail will waste their expensive contents in the Dead Letter Office this year because of defective addresses. Make all addresses accurate and complete.

The illustration on page 191 shows five popular styles of envelope addresses. They are:

1. Single-spaced, block-form, four-line address. Note the method of emphasizing the city and the state.



STYLES OF ENVELOPE ADDRESSES

2. Single-spaced, indented, four-line address. This form is used with indented letters when the address is written in four lines. Note the method of emphasizing the city and the state.
3. Double-spaced, indented, three-line address, showing one placement of the attention line.
4. Single-spaced, block-form, four-line address, showing one placement of the attention line. Note the extra space before the last line. This extra space makes mail sorting easier.
5. Double-spaced, indented, three-line address. This form is used with indented letters when the address is written in three lines.

**Special Lines on the Envelope.** The attention phrase may be typed on the line immediately following the company name, or it may be placed in the lower left corner of the envelope.

*In Care of*, or the symbol *c/o*, may be typed in either of the positions indicated for the attention phrase. If space permits, it is better to spell out *In Care of* instead of using the symbol *c/o*. Do not use the percentage sign (%) for this purpose.

**Window Envelopes.** The window envelope—a special type—has a transparent “window” (of cellophane or similar material) at or near the center of its face, permitting the address typed on the letter itself to show through. The chief advantage of the window is that it cuts out the cost of addressing the envelope by letting the address on the letter serve the purpose. The window envelope is popular for sending out checks, invoices, bills, and similar items. Its chief disadvantage for use with letters is that it requires special letter framing, spacing, and folding which, in turn, may force the letter layout far out of balance.

**Postal Cards: Their Advantages.** For routine or brief and impersonal correspondence, postal cards enjoy these advantages: (1) Their postal carrying charge is one third that of the first-class letter; (2) they obviate all costs of stationery, envelopes, folding, sealing, and stamping; (3) they call for the simplest arrangement, making for ease in writing the message and for speed in its preparation.

111 Alvarado Street  
Monterey, California  
January 11, 19

Dear Mr. Grant:

Please accept our invitation to attend the convention of the Allied Chambers of Commerce of Monterey County to be held at Hotel San Carlos, Monterey, California, January 21, 22, and 23. The sessions of the convention will take up problems of special interest to every merchant on the Monterey Peninsula and in Monterey County. Plan to attend. Mark your calendar now.

Sincerely,  
*R. R. Greene*  
R. R. Greene  
Convention Chairman

RRG:KD

**A STANDARD POSTAL CARD LAYOUT**

Note the careful picture-frame arrangement.

From: G. W. Franklin, 1727 Park Avenue, New York 17, N. Y.

September 13, 19

Dear Mr. March

As you requested in your letter of September 11, we have made a reservation for you at the Hotel Georgian for the week of September 16.

We are very glad to be able to be of assistance to you. When you arrive in New York, we shall appreciate your calling us if there is anything that we can do to make your stay a pleasant one.

Sincerely yours  
*G. W. Franklin*

**ARRANGEMENT OF THE STRAIGHT-LINE RETURN ADDRESS  
IN A STANDARD POSTAL CARD LAYOUT**

**Layout for Postal Cards.** Because the space is so limited, it is well to use a typewriter with the smaller elite type in order to get the message on the card without sacrificing appearance. Pica type permits ten strokes to an inch of line space; elite type permits twelve strokes. Hence, elite type allows 20 per cent more material in the same amount of space, or 20 per cent more margin for the same amount of material. For the details of standard postal card layout, see the illustration on page 193.

After the heading has been typed on the message side of the card, the typist next places the salutation, omitting what would be the address of a letter. (The address on the stamped side of the card is enough.) As the heading supplies the address of the sender, no return address is used on the stamped side of the card. One can still further lessen the work by printing the address of the sender on the message side of the card.

To save space, the return address (normally a part of the heading) may be arranged in straight-line style, with the name of the individual or firm, the street, the city and zone number, and the state written on one line across the top of the card. See the illustration of this arrangement, page 193.

Penwritten signatures add force to any message. If the number of cards is not too great, it is better to sign all cards. But on routine acknowledgments and mass announcements sent to large numbers of firms and individuals, penwritten signatures are seldom used.

The use of the postal card depends upon common sense, sound judgment, and good taste. If the card will bring the desired results without sacrifice of prestige, use the card. Otherwise use the letter.

## PROBLEMS

1. Following the directions given on page 189, take a sheet of standard stationery, 8½ by 11 inches, and fold it properly as a letter for a business envelope.

2. Following the directions given on pages 189 and 190, take a sheet of standard stationery, 8½ by 11 inches, and fold it properly as a letter for an official envelope.

3. Address a business envelope in each of the styles shown in the illustration on page 191 entitled "Styles of Envelope Addresses." If possible, use a typewriter. Base your work on the following data:

Mr. Thomas W. Laydon General Manager Universal Products Company 551 Seventh Avenue Atlanta 17 Georgia

4. Ask a business concern to save its old envelopes for a few days. Study the envelope addresses and the return addresses. Write a short paragraph telling what the prevailing address forms are.

5. On a sheet of typewriting paper mark off a space the exact size of a government postal card (3½ by 5½ inches). Using the standard postal card layout, as shown in the illustration on page 193, write the following message in the space you have marked off. If possible, use a typewriter.

229 Chase Street Columbia 3 South Carolina November 7, 19—  
Dear Mr. Ford I wish I could tell you how much I appreciate your kindness in so promptly sending me the magazine references I asked for. The list you sent is just the information that I needed. It will help me a great deal in preparing the assignment for my class. Sincerely yours Alfred C. White ACW:ST

6. Follow the directions given in Problem 5; but in writing the message this time, use the straight-line return address arrangement illustrated on page 193.

## **REVIEW**

1. The following sentences contain serious and common errors appearing in the written and oral work of high-school students. This list is based upon the studies of a trained investigator. It presents a cross section of the most costly errors that appear in business writing and in business speaking. Rewrite each of these sentences correctly.

- (1) Expect to get the order off for you today.
- (2) Courses helpful in business are english, spanish, and economics.
- (3) If the weather was not so bad more people would be anxious to attend the meeting.
- (4) The special sale of Winter suits is held early in the Fall.
- (5) He don't want any more.
- (6) He made more sales then he expected to make.
- (7) The principle involved made him feel angrily.
- (8) The criticism was not directed to you and I.
- (9) They don't know whether he done it.
- (10) There was two representatives present.
- (11) That is too good to be truly.
- (12) Please take this book except you already have one.
- (13) He says that he is real pleased with the gift.
- (14) He did not get as many as he should have.
- (15) It don't make much difference to them.
- (16) The quality of their products are excellent.
- (17) Was you there when he called?
- (18) The man who we are considering for the position and of whom you wrote us is coming for an interview.
- (19) He decided that in view of what had taken place at the meeting he ought to try and sell more tickets.
- (20) There is the man who you spoke of.
- (21) He has went to the New York office.
- (22) He give them the information they wanted.
- (23) He run the accounting department for one year.
- (24) He come back to the office unexpectedly.
- (25) Yes, Reed done it yesterday.
- (26) He seen it yesterday morning.
- (27) Lay down for a few minutes.
- (28) Set down.
- (29) Training in English enables us to talk good.
- (30) Let me look at those kind of material.
- (31) Think of it men a 50 per cent increase!
- (32) The meeting being over they adjourned.
- (33) Dr. John Rowland former president of the society gave the main address.
- (34) McGovern Curtis and Lyons attended the conference.
- (35) Then he said what is to be done now.
- (36) Everyone must do their part.
- (37) A person has to watch their selling costs.
- (38) One must keep their records straight.
- (39) Send them orders up at once.
- (40) See that them letters go out today.
- (41) Mr. Stevenson has went to the meeting with his youngest brother Harry.

- (42) Bagley and Ross referred to the Artcraft Producers whom canceled their agreement.
- (43) Flint is a better letter writer than me.
- (44) Who's sales manual is that?
- (45) There should be no misunderstanding between you and I.
- (46) He says that he has read all Dicken's novels.
- (47) We need a mens lounge.
- (48) What is it's name?
- (49) Here is Mr. Finch, whom I think knows.
- (50) Them are what he wants.
- (51) There was two gentlemen to see you.
- (52) This book emphasizes many things that is necessary in writing good letters.
- (53) He thinks I will find it hard to close the sale.
- (54) Do you think you shall be there?
- (55) The letter is considerable longer than necessary.
- (56) He reported that he had a real good time.
- (57) He has worked steady for the AC company.
- (58) Brown is doing good in his position.
- (59) These kind are not easy to get.
- (60) Of the three styles, I like this one better.
- (61) When the manager considered the two plans he decided that the one submitted by Smith was by far the best.
- (62) The letter was accompanied by an order for thirty-two folders, sixteen guides, 135 special cards, and fifty card guides.
- (63) To properly understand the condition of the company it is necessary to study the background of it's president.
- (64) On April 21st the report as well as the letter were filed with the secretary of the company.
- (65) There was of course no valid excuses for him doing such a thing.
- (66) The man accepting the new position necessitated his family moving out of town.
- (67) We have received your letter of the 10th. Forwarded from our New York office.
- (68) We noticed a newly built culvert driving along the country road.
- (69) The office staff was invited to bring its wives to the company banquet.
- (70) Typing the letter, several mistakes in punctuation or spelling was made by the stenographer.

**2. The following business letter has been correctly divided into sentences and paragraphs; but the letter contains errors in punctuation, capitalization, and word usage. Rewrite the letter; correct all-errors.**

Dear Mr Rowens:

I am glad to answer to the best of my present knowledge, the questions you raise in your letter of the 10. You will realize that from the nature of your questions certain technical terms must be involved but I shall try to handle these in such a fashion that the main current of fact may not be obscured.

The engineering problems involved in the construction and maintenance of a series of floating islands three hundred seventy-five miles apart on a line across the atlantic are fairly on the way to being solved. So interesting has the topic become that the society of automotive engineers meeting at the book-cadillac hotel selected it as one of their special considerations at the annual meeting.

According to the paper there presented by my friend Robert R. Armstrong the establishment of profitable transatlantic airfreight operation in heavy volume is shown to be feasible. But the program will be speeded up if floating service stations are provided at proper intervals. The projected route calls for 8 such seadromes.

In addition to presenting the calculations which are rather complicated for inclusion in this letter the paper takes up the question of models tests structural features methods of fabrication assembling towing to location and anchoring.

You will be interested I am sure in the fact that such a chain of seadromes will in all probability give rise to several legal questions involving possible international complications. As far as the law on international relations may be now interpreted however most authoritative opinion holds that the seadromes may be kept as private property subject to the protection of the American government.

I have attempted of course only a condensed statement in this letter. If you wish me to enlarge upon any of the points in another letter count me at your service.

Very truly yours,

## Unit VI

# LETTER PLAN: THE C-QUALITIES

### SECTION 1

#### COMPLETENESS

Effective letter writing is straight thinking put on paper. Let us see how the efficient businessman plans each letter so that it carries a complete message.

**Planning a Business Letter.** (1) The businessman visualizes the reader. He pictures how the reader looks and acts. (2) Next he collects the material needed for the reply—facts, illustrations, figures, and examples. (3) Then he looks the material over, brings it together into related groups, and puts it into thought units, each of which is clear in itself and in relation to the others. He concentrates on what data are actually needed, how the data should be arranged, and what elements should come first and last. (4) Finally he checks the material to see that it is complete, that it fits the plan, and that the arrangement is right.

The efficient businessman is careful to give *all* the information asked for, to the extent that he has it. For instance, if he is answering a request, he may jot down notes on the several points of the reply he plans to make. Perhaps he pencils these in the margin in the order of their importance to make sure he will cover all the important points. If the letter is an inquiry, he tells his reader in the first sentence what the reader wants to know. If it is a request for an adjustment, he courteously grants or refuses it in the first sentence.

But he does not start to write until the object at which he aims is as sharp as a spike and as clear as a red flare. Then he drafts his thought as straight as an arrow.

**Back of Every Good Letter, an Intelligent Plan.** "How can you tell what road to take unless you know where you are

GENERAL MOTORS CORPORATION  
DETROIT, MICHIGAN

August 5, 19

Professor Robert Ray Aurner  
Dept. of Business Administration  
The University of Wisconsin  
Madison, Wisconsin

Dear Professor Aurner:

Many of the young folks whom we contact from the preparatory schools seem to lack rigorous school discipline. They talk much about their rights and say very little about their duties. They evidently do not know how to study effectively and have not mastered the subjects of basic importance, such as English, spelling, and simple mathematics.

A good education is earned by hard work just as anything else that is worth while.

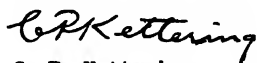
The most valuable product of the human mind is an idea. Such is the source of all human progress. An idea impossibly clothed in words is unintelligible. So the mastery of English, our language used to communicate thoughts and ideas, is of great importance.

To young men and women about to enter business, I would say:

Remember: You are going to be a servant to somebody or something. It does not make much difference what it is, so long as the thing is good.

So -- be prepared.

Yours very sincerely,



C. F. Kettering  
General Director  
Research Laboratories

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THE MOST VALUABLE PRODUCT OF THE HUMAN MIND  
IS AN IDEA

An expert in automotive research suggests certain reasons why the mastery of the English language is, in his judgment, of great importance.

going?" once wrote Alexandre Dumas (the son). From geometry you recall the familiar proposition that a straight line is the shortest distance between two points. The clearer the plan, the straighter your way to lasting success as a correspondent.

**The Quality of Completeness.** Completeness is reached through a detailed outline so that the writer is sure he does not overlook any important topics. A useful rule is: Say enough, but just enough. The knack is to know when "just enough" has been said. Most experts know that brief sales letters often fail. A short letter may not get enough ideas into the mind of the prospect to bring him to the point where he is ready to act.

The final test is this: Will the inclusion of the material make it easier to understand? Will it help the letter on its errand? Will it help the writer to reach his aim?

With the rising volume of business, correspondence cost has mounted to unthought-of levels. Naturally the brief letter has the advantage. But it is a mistake to admire brevity merely for the sake of brevity. No letter is too long if a reading proves every word necessary. Yet some half-page letters are hopelessly wordy.

The chief art in writing is to know (1) how much to put in, (2) what to leave out, (3) when to quit. An eminent editorial writer once declared that, if half the words used by his news staff were cut out, the news would be clearer.

**Incompleteness Multiplies Needless Letters.** One letter well planned and complete will often accomplish everything that otherwise would require three. An appalling number of needless letters are exchanged week after week because the first letters were dictated by persons who had only a faulty grasp of the problem. Out of the first answer that fails because of a faulty plan, a string of letters must issue to clear up the matter. The correspondent, for example, may answer only half your question because he reads your letter too hurriedly.

Or, in his desire to be brief, he may fail to cover the problem. In either case you must write a second letter, and he must answer with *his* second letter. Thus are needless letters multiplied.

**Incompleteness Caused by Oversight.** Mail-order houses and the mail-order divisions of department stores know how often customers forget to mention the number of yards, or the color, or the size, or the dimensions, or the catalog number, or some other similar important detail necessary to the filling of an order. Forgetting essential facts like these is so commonplace that stores can predict how many mail orders out of every hundred will be so incomplete as to require further correspondence. People forget the most obvious things. Needless waste is the result of these oversights. Private citizens are probably much more guilty of carelessness than is business.

**Leaving Actions Incomplete.** Actions themselves may also be incomplete. Enclosures are carelessly omitted. The correspondent has to write for them. An inquiry or an agreement may be neglected for several days. Along comes a reminder—a second needless letter. The delay has cost everyone money. Had the action in each instance been completed—had the enclosure been made, the inquiry answered promptly, or the agreement fulfilled—had a well-made plan been followed, needless waste could have been avoided.

**Summary of Steps in Planning for Completeness.** You must take certain definite steps in planning a letter for completeness. Before you touch pen to paper, you should: (1) Visualize the reader. Picture how he looks and how he acts. (2) Next collect your raw material—the facts, illustrations, figures, and examples that give your reply its value. (3) Then review this material, bring it together into related groups, and organize it into thought units, each of which is clear in itself and in its relation to the others. Center your attention on what data are needed, how the data should be

arranged, and what elements should come first and last. (4) Finally check through the material to see that it is complete, that it fits the plan, and that the arrangement of the elements is right.

In summary, your task is, first, to outline; second, to select; and third, to plan and organize. For a time the outline should be written down on paper. Later it may be expanded in the mind.

### PROBLEMS

1. You are the president of the Hyde Park High School Club. You have been commissioned to engage the speaker for your annual banquet three weeks hence. You are to write to Mr. C. C. Pennington, president and general manager of Associated Publishers, Inc., 4110 Blackstone Avenue, in a large city nearby. Mr. Pennington is a man active in civic affairs and an excellent speaker. The club will pay his expenses.

(a) Outline your letter of invitation, showing the plan you expect to follow. (b) Write the letter of invitation to Mr. Pennington, suggesting the topic for his talk.

2. You are the manager of your high-school football team. The merchants of your city have decided to organize a banquet in honor of the successful football season. Guests of honor will be the entire squad. The chairman of the banquet committee writes you, inviting the squad and inquiring whether December 4 (three weeks ahead) is an evening on which all can be present. Your head coach cannot be present that evening, however, and the sponsors of the banquet want everyone present.

(a) Outline the letter of invitation from the chairman of the banquet committee. (b) Write this letter. (c) Outline your answer to the invitation. Explain the situation regarding December 4; suggest another evening, near the fourth, on which everyone can be present. (d) Write this letter.

3. Is the following letter complete? Write your answer, giving reasons for your opinion. For guidance review the discussion of plan in this section.

Dear Sir:

We do not have any more of the Winchester 22-caliber repeating rifles you asked about in your recent letter. We do not expect to put any more of these in stock.

Yours truly,

4. Write a paragraph analyzing each of the following situations. Decide whether any letters could be saved. Describe the difference between the two situations.

(a) Mrs. Martha Hanson orders five yards of ice-blue Mallinson silk to match a sample, but she fails to enclose the sample. You answer. The customer answers.

(b) Mr. John Hall sends a sample of buff sun-fast curtain material from which four pairs of curtains are to be made for his French doors and casement windows, but he does not give the length of either doors or windows. You answer. The customer answers.

5. (a) Describe a situation in which an error or an omission of some kind has made extra letters necessary. (For example: A customer forgets to mention the number of yards of goods wanted, or a mail-order house sends the wrong size of garden hose.)

(b) For the situation you have outlined, write *one* of the letters made necessary by the error or the oversight.

**Suggestions:** Omissions are common in inquiries and orders. People are liable to forget the most obvious things. Your problem is to catch the interest of the customer and offset the disappointment of delay caused by his own carelessness. Use tact and courtesy.

6. (a) For part (a) of Problem 4, given above, write the customer's letter ordering the five yards of silk to match the sample. (b) For part (a) of Problem 4, given above, write the store's answer to your letter ordering the silk. (c) For part (b) of Problem 4, given above, write the customer's letter ordering the four pairs of curtains to be made for French doors and casement windows, but write it so that no extra letters will be necessary.

## SECTION 2

### COURTESY

Courtesy is far more than the generous use of the words *Please* and *Thank you*. Courtesy is an *attitude* of mind, expressed in its most genuine form by:

1. The manner you assume toward others.
2. The generous attitude you take toward others.
3. The language and tone in which you express yourself.

**Courtesy Generates Goodwill.** You owe courtesy to others as a matter of decent politeness. But if you want to look at it from the dollars-and-cents standpoint, courtesy is also good business policy. Showing courtesy is one of the many instances in which doing the right thing is doing the profitable thing.

"Goodwill is the decision of the customer to return to the place where he has been well served," says an important legal decision. The value of the goodwill, or public esteem, in which some businesses are held runs into the millions. This public esteem is based upon a good product plus public satisfaction with the courtesy shown in good service.

**Every Business Is Founded on Goodwill.** No business ever grew to a large size without the goodwill of the public, won through fair dealings and courtesy. In a recent bulletin of Montgomery Ward and Company, three employees gave the following answers to the question "What are the responsibilities of a Ward correspondent?"

"Our letters," said the first, "represent this company, and they must show our friendliness. On our letters depend the customer's goodwill and future business."

"To convey to the customer the facts in an honest, concise, tactful way and to instill goodwill and friendliness are our responsibility," wrote the second. "This can be best accom-

plished by a thorough knowledge of the company's policies, the catalog, and the letter we are answering."

"We have the responsibility, first of all, of satisfying the customer," concluded the third. "A good correspondent should be able to put himself in the customer's place. The letter he writes should be the kind of letter he would like to receive—friendly, courteous, and sympathetic. All questions should be answered accurately and fully; and the letter, of course, should be honestly written."

Courtesy strengthens every message. Mr. John T. McCutcheon, in one of his famed Chicago *Tribune* cartoons, calls it, figuratively, the "lubricant" that cools the world's friction points. Courtesy is well discussed in the letter given below, introducing to the market a book on business friendship:

#### Does Every Communication Leaving Your Desk Build Goodwill?

The present trend of legislation is to make everything in business equal except *friendship*. You should, therefore, see to the developing of this most valuable of all assets. You must build a close feeling between your organization and your customers. Your customers must have the desire to return to your house over and over again when the need for your commodity arises.

You can get real aid in this important problem—the building of goodwill—from John W. Doe's book, *Courtesy in Business*.

Mr. Doe discusses the value of friendship and the part it plays in getting and holding more business. He shows in detail how goodwill may be acquired and held, how friendship may be built by the written word. He gives plans for developing better letter writers and shows how you—an experienced letter writer—can put more goodwill building power into your letters. Space is given to the value the appearance of daily correspondence plays in building a favorable public attitude.

"Mr. Doe shows the business world," writes one reviewer, "how to leave an ever-widening trail of goodwill after the job is completed."

If, like most of us, you are guilty of spending large sums for general public contact, but nothing to see that each letter mailed on your letterhead is courteously and carefully written, see this book. Just fill out the enclosed card. The book will be placed on your desk without delay and without obligation except to return it if you do not find hundreds of friendship-building ideas in it.

## THE IMPORTANCE OF POLITENESS



*A polite, good-natured conductor can start the day right for all his passengers. Politeness is "catching."*



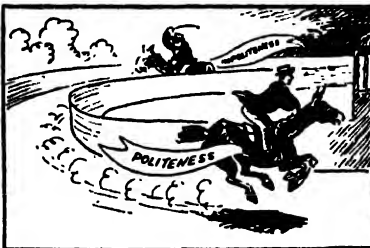
*A sullen, uncivil conductor can spread gloom through all who come in contact with him.*



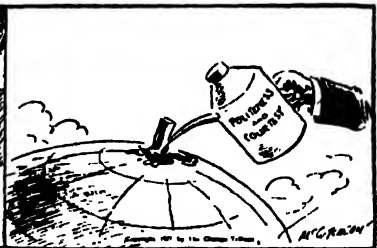
*The man who brings his grouch or his hangover to the office affects the whole force and weakens its efficiency.*



*An impolite clerk can make a customer vow never to patronize that store again.*



*Politeness is a great help in winning life's race.*



*Politeness is the world's lubricant. It makes everything easier and pleasanter.*

**The Power of Courtesy Is Widely Recognized.** The Bell Telephone system requires operators on central exchanges not yet equipped with the dial system to answer the call number by saying "Thank you."

The Statler Hotels use every imaginable device to insure that every guest shall receive courteous treatment. Says one of their advertisements:

A doorman can sling the door in such a way as to make the incoming guest expect to find a rusty pen stuck in a potato when he gets to the desk, or he can so swing the door as to make him feel that this is His Hotel.

The courtesy, now common in hotels, of pasting the "Good-morning" sticker on the morning paper slipped under the room door caused a mild sensation when it was first adopted.

Countless millions of cash-register receipts go into the hands of buyers every day with some variant of "Thank you, call again" printed on their face or back.

The advertisements of the Baltimore and Ohio Railroad develop a continuous theme of courtesy. Typical is the expression "70,000 of us invite you to ride on our railroad."

**Millions Spent Annually for the Word *Please*.** The word *please* costs ten million dollars a year and more in the telegraph offices alone. It has been estimated that this amount is what the people of the United States pay in telegraph tolls just to add the word of courtesy. The money is well spent. Returns from the investment are respect, friendship, and goodwill. "Life is not so short," writes Ralph Waldo Emerson, "but there is always time for courtesy."

A wise man once wrote, "I do not know of a more certain key to success than courtesy. It will carry you further in this world and cost you less than any other single quality you could possess. If I could talk in twenty languages, I would preach courtesy in all of them!"

**How Is Courtesy Put into a Letter?** What do you do to put the quality of courtesy into a letter? You must do more than put in the words *Please* and *Thank you*, important

though these expressions may be. You must not only *write* these words but you must also *feel* them toward your reader.

### PROBLEMS

1. Write a list of the features suggesting courtesy in the letters reproduced on pages 71, 153, 158, 180, 181, and 198.

2. Several examples of business courtesy are listed on page 208. Write a list of six more examples taken from your own experience.

3. (a) Write a list of the violations of courtesy you find in the following letter. (b) Rewrite the letter in a way to show greater courtesy. Frame the letter carefully. Use modified block style with close punctuation.

Dear Mr. Royal:

We are certainly surprised at this claim regarding our de luxe line of garden hose. We have sold thousands of feet of this hose to customers all over the country and have hardly ever had any trouble like this reported.

We find it hard to understand why this hose should have caused you any trouble at all. It is our very best line, and the factory that makes it has been making garden hose for a long time, and it really ought to know its business, don't you think?

You must have handled this hose all wrong when you started to use it. Maybe you were careless the way you wound it up on the reel, because carelessness there can do damage. Another thing you may have done was to get this hose kinked under heavy water pressure, and that breaks the cords and the rubber fabric.

Nevertheless, since you seem so disturbed about this matter, we have decided to grant your claim. Please return the hose that you claim is defective and we will send you a duplicate order. Be sure to read the instructions that come with the new shipment and learn to handle garden hose right, so you can stay out of trouble.

Yours truly,

## **SECTION 3**

### **CONSIDERATION**

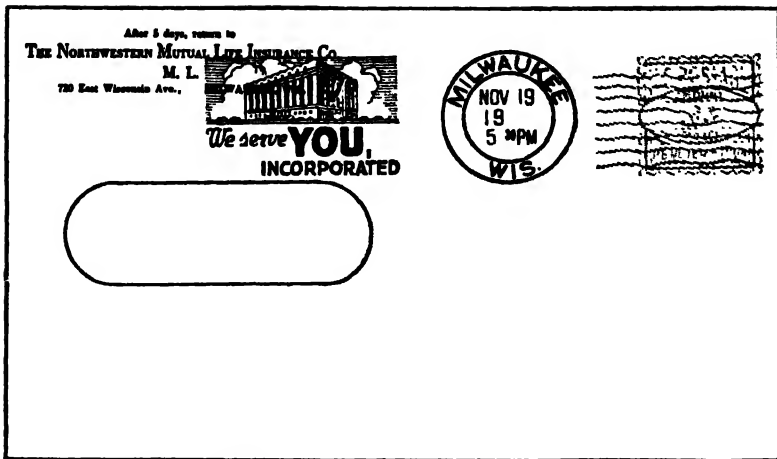
**Talk the Reader's Language; Generate the YOU Attitude.** President Theodore Roosevelt studied other people. His method was simple and sure. When a scientist, or a lawyer, or a banker was expected at the White House, the President informed himself as to his guest's business, profession, or hobby, found out in advance what his visitor's chief interests were, and centered the conversation around those subjects.

Often he astonished his visitor with his detailed knowledge. He made the gathering of such information a required preparation, a regular technique, for every such visit. He went out of his way to learn what his caller was interested in. He took special pains to talk his caller's language. He made a practiced effort to show consideration to his guest.

As a result the President became a master of the strategy of successful associations. His thoughtfulness won him a warm place in the hearts of many who dealt with him, brought him new friends, cemented old friendships, even converted some of his worst enemies.

**To Get Along with Others, Emphasize Their Interests.** To lay a foundation for a successful career, whether you meet your associates across a desk or across a thousand miles, think of other people's work, interests, and hobbies, other people's ambitions, hopes, and aims. Here is the secret of getting along with others and winning their co-operation. Being interested in what the other fellow is doing and thinking is a part of the preparation of the correspondent who must try to make his words on paper carry friendly warmth and sincerity.

**Self-Interest Drives the Average Person.** The average person is self-centered. He lives in his own world. He gives scant consideration to the world of others. As a fact in psychology this self-centeredness should be familiar to every-



USING A METERED MAILING MACHINE, AN INSURANCE COMPANY  
TRANSMITS THE "YOU" ATTITUDE ON THE FACE  
OF OUTGOING ENVELOPES

one in business. It suggests that every business writer must climb out of his own little world and learn to visit the worlds of the others.

**Visualize the Reader: Picture Him in Your Mind.** The one person in whom your reader will forever be most interested is *himself*. You have heard the saying, "Put yourself in his shoes." That applies here. When you talk about the reader, you are discussing the most interesting thing in the world—to him. Make his interests, his wishes, his preferences, his hopes as nearly as possible yours. See, if you can, what he sees, through his eyes. Assume his viewpoint. Talk about your business in his terms, and you back up your appeal with the motive power of his self-centered attention. Take up your position beside him, look back at yourself, and ask, "What would I like to have myself say if I were over here with my reader instead of in my own office?"

"To sell John Smith what John Smith buys,  
You must see John Smith with John Smith's eyes."

This convenient-verse contains both rhyme and reason.

**Make the "We-You" Contrast.** Which of the following expressions would command your attention and your consideration if they were addressed to you?

**"We"**

We wish to announce  
It is our opinion  
We are firmly of the belief  
We think that  
We are going to tell you

**"You"**

In your work you have noticed  
Your experience has shown  
Haven't you wondered  
You will find  
You will be interested in

The fact that the most interesting thing in the world to any person is himself makes it hard for a writer to bridge the gap between himself and others. When he begins to write, he thinks naturally of his own world—"our" company, "our" policy, "our" factory. Only with a struggle can he get over the barrier into "your" interests, "your" desires, "your" wants.

**The Winning Attitude Is a Spirit, Not a Word.** The opening step in getting the right attitude is to learn to substitute the word *you* for the word *we*. But the use of *you* instead of *we* is only a mechanical help and does not in itself make the attitude. It simply tends to make you think first of the reader's interest. You can adopt the "You" attitude without once using the pronoun *you*. Writers who sprinkle *you's* all over the page are wrong if they believe that, by that act alone, they have developed the "You" attitude; for the letter may still be intensely selfish in its point of view.

The "You" attitude is not simply one multiplied pronoun but something deeper and bigger: *the spirit back of the letter*. To have it, you must feel it; you must believe in it; you must live it. The "You" attitude comes from the heart out. It can never be faked.

**The Reader Comes First.** Let the reader know that you want to help him. Many writers fail to stand behind the reader and look over his shoulder. Instead they face him and talk at him. Naturally what they say sounds uninteresting because it does not touch the spark of his interests. But what

happens when writers get over on the reader's side of the fence and begin to show him that his interests are theirs?

"If you are sincere," writes a successful executive whose letters have scored high, "and can show your reader you have something for him and do not want to get something from him, if you can show that you are offering something for his personal good, you immediately break down the wall between you. You are walking *with* him. Instead of trying to sell him, you are helping him to buy. And just that little difference in *attitude* makes the most tremendous difference in sales results."

"And how do we put the 'You' attitude into our products?" he concludes. "Every piece of material, every strip of brass, every piece of iron or steel wire, or brass rod, goes through tests to see that it is the standard that we can confidently talk about in our letters! The word *You* doesn't do it. It's the spirit back of the words."

**The "You" Attitude Is Simply Thoughtfulness.** The unselfish person has many friends because he makes a point of being aware of the needs and the wishes of others. A man instinctively entertains a good opinion of another who is interested in him and who caters to his comforts.

Consider the difference in these expressions:

*Score: 66-2/3%*

*Score: 100%*

Will you do us a favor? We	Do you want, free of cost, a
are trying to compile statistics	map that 1,498 men say is the
in an important investigation.	best of its kind they have seen?

The expression at the right produced 50 per cent more replies than did the one at the left.

**The Case of the Sheet-Metal Contractor.** A contractor wrote a letter to send to prospective customers. It appears below as he originally wrote it and as it was revised.

*The Original Draft—"We"*

We wish to announce that we are in the sheet-metal business, using Resisto Ingot sheets and specializing in cottage and residence work, such as gutters, downspouts, roofing, etc.

We can give immediate service with the best material and mechanics and will be glad to furnish you with an estimate.

We do not care how large or how small the job may be, for we can assure you that it will be handled satisfactorily.

Please let us hear from you.

This letter failed. A second letter, drafted by an expert who had analyzed the selling job and planned his selling appeals, brought in a pleasing number of inquiries that resulted in profitable sheet-metal contracts.

*The Rewritten Draft—"You"*

Do you realize that rust eats away about as much sheet metal every year as is produced in the same period? Are you going to let it prey on your new building, or will you select lasting material?

Resisto Ingot Iron galvanized sheet metal, which we use, is highly durable. Actual tests in service, covering many years, have proved the lasting qualities of this rust-resisting material, resistant because it is pure and dense.

Quantities of Resisto galvanized sheets have been used in important buildings in which durability is essential. The Lincoln Memorial Building, Washington, D. C., the Woolworth Building, and the Ford Hospital are buildings in which this material proves its lasting qualities.

We can give you immediate service with the best of material and mechanics. Whether your building is large or small, you owe it to yourself to get an estimate from us. You will find Resisto service excellent for roofing, gutters, downspouts, flashings, and other metal work.

Just call Division 3369, or write us a line, today.

**What Was the Difference?** The first letter wrapped itself around the contractor's point of view and failed to interest the reader, who was not acquainted with this type of sheet metal. The first letter lacked sales material and based its weak case on generalities. Even the clincher (that which aims to bring about favorable action) was vague: ". . . let us hear from you." When? Where? How? What telephone number?

The second letter talked in terms that seized the reader's attention. An arresting fact about the colossal waste of rust, appealing to the reader's instinct for economy, was given in the first sentence. Then followed a challenging question, representing another appeal to thrift. The letter was studded

with concrete detail to make its statements vivid and convincing. Names of famous buildings were introduced as proof of severe tests through which this galvanized sheeting had been put. Action was invited and made easy.

**Avenues for Friendship.** A letter is like a voice in the dark. We seek clues to help us visualize the kind of man the speaker is. Is he, we ask, dependable, trustworthy, thoughtful? Do we like him?

When the letter gives us no hint about the writer, we have to depend on other clues. We discount the man and consider the business he is in. But when the message is phrased with courtesy, warmed with personality, illuminated with a desire to serve, we form a favorable impression.

To make your writing effective, visualize the reader, put yourself in his shoes, see through his eyes, and appreciate, if you can, his feelings.

## PROBLEMS

1. The Fine Foods Company, of 337 Superior Avenue, Cambridge, Ohio, sends the following letter to a grocery-store proprietor, Mr. S. F. Wood, of 993 Locust Street, Bangor, Indiana:

This letter will surprise you. . . . Why? . . . .

Because I don't want you to rush me an order; in fact, I would prefer not to receive an order from you for at least a week.

But I'll appreciate it if you will try one experiment. Will you? Just take the enclosed dummy package of NEW NUCOA and display it in a prominent place on top of your meat case for *one week*. During that week have your clerks keep an accurate count of the number of housewives who show a willingness to buy their requirements of NEW NUCOA at *your store*.

Of course, if some of your customers insist on buying NEW NUCOA *from you*, you need not wait until the week is over before mailing the enclosed order card.

This letter was successful in bringing in a good order. Write a paragraph telling what may have been some reasons why the letter was successful. What changes would you like to make in the letter?

2. The following You-attitude analysis is used by a large organization:

1. Is the writer of this letter writing directly to you or to someone in general?
2. Is his thinking logical and orderly?
3. Does he have you and your interests in mind, or solely his own interests?
4. Does he make it plain why he wrote the letter?
5. Does he accept responsibility?
6. Do you trust him?
7. Would you like to meet him?

Judge the letter given in Problem 1 according to these questions. On a separate sheet write at least two sentences in response to each question.

### REVIEW

Each of the following sentences contains at least one error. Rewrite the sentences; correct all errors.

- (1) The principal or the vice-principal were to be invited to the banquet.
- (2) If I was in your place I would be prepared to answer questions proposed by the audience.
- (3) The manager, with his three assistants, were asked to attend the sales conference by the president, who they consulted.
- (4) The rumor of this firm opening a new branch store is based on fact; but since the store shall not be opened for three more months we should try and quiet the rumor.
- (5) Every clerk and every salesman were entitled to participate in the selling contest.
- (6) I doubt but that its time for this matter to be called to his attention.
- (7) His classmate, Bill Burns, is one of those people who is often asked to serve on committees.
- (8) There is of course no excuse for him taking so long to answer such an important letter.
- (9) He asked, how will I be able to do this if I am not given the information required.
- (10) The data was sent to the accounting department because the bookkeeper wanted to immediately see the figures.

## SECTION 4

### CLEARNESS

**Command Your Own Language.** Of writing in general Lord Chesterfield says, "Every paragraph should be so clear and unambiguous that the dullest fellow in the world will not be able to misstate it, nor be obliged to read it twice in order to understand it."

Clearness gives you personal power in two ways. First, your use of good English helps you to make an excellent impression on those with whom you deal. A superior control of the English language is your hallmark of distinction. Second, ease in speaking and writing is a strategic kind of power through which to convey clear ideas to others.

**Clearness Calls for a Careful Plan.** The foundation of clearness is a well-built plan. Thought flows easily down a clear mental groove. Just as your car may speed down the wide straight ribbon of the highway, so your thought may speed down the clear straightaway of a good plan. You can go faster when you know where you are going. You do not have to puzzle out the route as you go. You do not wander off into the wrong bypaths. You do not get ensnared in dead-end lanes. You do not have to go back and retrace your thought-journey, because you stay on the marked highway.

**"Exactly What Am I Trying to Say?"** Until you can give the right answer to this question, do not start to write anything. Otherwise your expression will be muddy because you will have tried to express an idea while you were still groping in a mental fog.

Poor sentences, for example, are the result of hazy thinking and can bring only haze in the mind of the reader. Contrast the wordy paragraph at the top of the following page with the simplified paragraph at its right. From the first version twenty surplus words have been removed, and the paragraph has been improved correspondingly.

*Wordy*  
(34 Words)

We believe that by giving these independents an opportunity whereby they can have the same functions and weapons of attack that have been developed by the packers, they too will succeed in the trade.

*Simplified*  
(14 Words)

The independents will succeed if they are given the same weapons as the packers.

**What a Telephone Traffic Superintendent Demands.** The traffic superintendent of a Bell Telephone subsidiary considers as many as two hundred applications for jobs each week. "Clearness," he says, "is a quality we demand. We can hire any number of people who can write something that can be understood. But the people *we* are after are those *who can write something that cannot be misunderstood!*"

**How a President of the United States Kept His Messages Clear.** "How," Theodore Roosevelt was once asked, "do you make your messages so simple and gripping that you carry the common man with you?"

The President replied: "Early in my first term there appeared in the *Chicago Tribune* a cartoon by John T. McCutcheon showing an old, spectacled, chin-whiskered Middle West farmer in a check shirt, collarless and in his shirt sleeves, with his feet propped against the nicked fender of an upright stove, reading a front page headed, 'The President's Message.' Under the cartoon was the title, 'His Favorite Author.' That cartoon tickled me so that I clipped it and hung it over the desk where I write my messages. And of every paragraph, every sentence of my message I ask myself, 'Will that old fellow get the point?' If I doubt he gets it, I simplify until I know he *will* get it." \*

**How a Goodyear Vice-President Tests Clearness.** A vice-president of the Goodyear Tire and Rubber Company, who handles legal matters, suggests one test of clearness:

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\* Edward Alsworth Ross, *Seventy Years of It* (New York: D. Appleton-Century Company, 1936), p. 246.

"I never," he says, "send out a contract or communication I have written until I allow some one or two other persons in the organization to read it. If that person questions the thought at any place, I rewrite that sentence, for I know a slight vagueness to any one right here will quite likely become a serious misunderstanding to a stranger, and misunderstandings cost both time and money."

**The Insurance Man and the Mountaineer.** An insurance man once wrote the following letter to a mountaineer in the eastern part of our country. As you read it, put yourself in the mountaineer's place:

Surrender of the policy is permissible only within the days attendant the grace period in compliance with citation relevant options accruing to the policy. We are stopped from acquiescing to a surrender prior to the policy's anniversary date. We are confident that an investigation relevant to the incorporation of this feature will substantiate that the policy is not at variance with policies of other companies.

Discussing this cloud of verbiage, one commentator remarks: "I suppose most of us in business are a little better equipped to understand the English language than that man of the hills. But tell me truthfully—did you understand the meaning of those sentences after the first reading? . . . I think the insurance man should have been ashamed when he read the mountaineer's simple answer:

"Dear Mister: I am sorry, but I do not understand your letter. If you will explain what you mean, I will try to do as you ask."

**Make Simple Clearness Your First Guide.** The clearer the plan, and the simpler the language, the more quickly your message can be understood by even the humblest of minds. Unlimited damage may be done by letters filled with a jumble of scattered facts. So that readers may not have to grope through a dark maze of confusion, train the searchlight of a well-made plan and the floodlight of well-thought-out clearness on every line that you write.

## PROBLEMS

1. (a) At the top of a sheet of paper write a definition of *clearness*. Use the unabridged dictionary if you wish. (b) Clip one clearly written paragraph from each of the following: a magazine advertisement, a newspaper advertisement, a magazine article, a front-page news story, and, if possible, a business letter or a pamphlet or catalog. (c) Mount these paragraphs below the definition. (d) Number the paragraphs in order. (e) Write a sentence, numbered to correspond to its related paragraph, explaining what features make the paragraph clear.

2. Write a definition of three of the following objects, so clear that no one could make an error in understanding what you mean: (a) a pocket flashlight, (b) a saw, (c) a nail file, (d) a paper clip, (e) a pair of scissors, (f) a fountain pen, (g) a hammer, (h) a screwdriver, (i) a card table.

3. Turn to Problem 5 on page 143, and Problem 2 on page 197. Study the paragraphs in the illustrations to discover what features make them clear. Then select one of these two problems, and write a paragraph regarding the illustration in that problem. Note word choice, vividness, sentence structure, and paragraph length. Prove your points by quoting brief parts of the material.

4. Analyze the sentences that appear in Problem 2 on page 118. Summarize in a paragraph the faults that cloud their meaning.

5. (a) Study the paragraphs that appear in the letters on pages 71, 153, 158, 180, and 181 to find out what features make them clear.

(b) Select one of these letters. Write a brief report summarizing the particular features that make its paragraphs clear and easy to read.

(c) Select another of these letters. Write a brief report summarizing what you find as to its choice of words, its vividness, its sentence structure, and the length and clearness of its paragraphs. Wherever you can do so, illustrate your points with concrete examples.

## SECTION 5

### CONCISENESS

**How Long Should a Letter Be?** Ten lines? twenty lines? thirty lines? No expert can give you the answer in figures, because the answer does not lie there.

Although it has been told countless times, Abraham Lincoln's story is still the best illustration of the right answer. When President Lincoln was asked how long a man's legs ought to be, he replied, "Just long enough to reach to the ground."

A letter should be just long enough to do its job. By this test many letters are too long. On the other hand, some, in an effort for brevity, sacrifice completeness and achieve only curtness. The good letter strikes the happy medium. It fuses completeness and conciseness. Conciseness guarantees that the message will be pruned to the logical minimum. Completeness guarantees that the message will be transmitted in full. No gaps are left in the thought; nor is the thought obscured under a smother of useless words.

The aim of language is to communicate complete thought in as few words as possible. Conciseness not only expands the force of the letter but also saves money.

**Briefness Can Be Overdone.** You can easily run briefness into the ground and destroy goodwill that it may have taken years to build up. Why is there this danger? Because only a step separates brevity from curtness. If the object were merely to transmit a message and to do nothing more, the thought might be expressed in perhaps forty words instead of sixty-five. But machinelike curtness, carrying brevity to an extreme, may endanger goodwill.

Beware of too much emphasis on saving three words in this sentence and seventeen words in that paragraph. Beware of statements like "Short letters are better than long ones," "Use short words instead of long ones," "Short letters will be read first." Such statements do not furnish a safe guide.

To follow them blindly may injure both your message and the manner in which you write it. Brevity should not be gained at the expense of completeness and courtesy.

**Study the Gettysburg Address.** On pages 256 and 257 of this book is the original text of Abraham Lincoln's Gettysburg Address of immortal fame, thought by many competent critics to be the greatest utterance ever made by any President of the United States. Bear in mind, as you study it, *how simple it is*. This is not to say that all the words are simple. Not all of them are. But it would be hard to find a document into which is packed greater meaning and significance in the astounding conciseness of two hundred and sixty-eight words. Of these, one hundred and ninety-six are of one syllable, and of the rest only twenty have more than two syllables.

Distinguished by clarity, straightforwardness, and powerful sincerity, Abraham Lincoln's Gettysburg Address stands for critics everywhere as a superb example of the kind of prose most fitted for its purpose.

**Advertising Trains for Conciseness.** Packing the maximum of thought into the minimum of words economizes time and gets attention. Concise writing cuts straight through non-essential verbiage. Study the compactness and word economy of the following advertisement for the Stillson pipe wrench:

—and all they did was bend the handle.

Four brawny boys in our wrench foundry once put a pipe on the end of an 18-inch Stillson and swung on it—to see what would happen. The wrench handle bent, as tough steel should. The heavy-weight committee got tired and fell off. But the Stillson never budged a tooth.

A real Stillson always bends before it breaks. It took four big men to bend this one. Any mechanic who risks his neck on high scaffolding knows what that means.

But most men look for the Stillson trade-mark (on the top jaw) just to make sure of getting a husky tool that will turn anything and will probably last until their grandchildren need it more than they do.

"This is the age of condensation," writes Kenneth Collins, "in news and its related field of advertising. Many news-

papermen used to be paid for the amount of space they filled in the paper. Today they are rewarded for their ability to boil down news and ideas to their very essence. The great editorial writers and the successful advertising writers have this talent. It is what makes their copy so readable, their message so vivid. They cut directly to the core." \*

**A Contrast in Conciseness.** Businessmen have found that with attention to compactness they can cut down the length of their letters from one third to one fourth without sacrificing completeness or courtesy. Contrast the two letters illustrated in parallel on page 224.

Note in the short letter (1) the startling contrast in compactness, (2) the pruning out of stock phraseology, (3) the revision of sentence structure for simplicity and brevity, (4) the avoidance of phrases that might anger.

Note also in the short letter:

1. Interested directness (Go directly to the point).
2. Courteous brevity (Say it and quit).
3. Unmistakable friendliness (Be ready to serve).

Here is another startling contrast in the art of deflating surplus wordage. It is hard to believe that the two sentences say the same thing, but they do.

*Wordy*  
(42 Words)

Assuming that you are in search of valuable information that may increase your earning capacity by a more complete knowledge of any subject in which you may be interested, we desire to state most emphatically that your wages increase with your intelligence.

*Concise*  
(7 Words)

You earn more as you learn more.

**Trying It Out on the Conductor.** A sales executive who won remarkable results with direct mail was asked, "How do

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*The Original Letter*  
(246 Words)

Dear Sir:

We have your kind favor of the 7th inst., and wish to state that we have very carefully gone over its contents.

In reply to your statement that you received a consignment of nine NX-211 Whirlwind Aviation Motors without the latest style valves, wish to state that this is in no sense a shortage. You state that you cannot understand why same were not packed with the engines in original shipment and that something must have gone wrong in our shipping department. Beg to advise that the latest style valves do not come as standard equipment. You probably did not know that these are special and not covered in the original price of the motors as quoted to you in our letter of April 19th.

In other words, you ought to specify more carefully on your orders that you want the latest style valves on your orders, in any case where you want us to supply you with this extra equipment. If you will use a little extra care in this direction, we shall always do as you request. Of course you must remember that we will have to add an extra charge of \$19.00 each for every job. In addition, if you want these for the jobs you just ordered, you will have to send us another order.

Trusting our explanation as outlined above is entirely satisfactory, and awaiting your further favors which will always receive the best of service and attention, we remain

Yours truly,

*The Same Letter Revised*  
(86 Words)

Dear Mr. Manville:

Apparently our catalog was not available at the time you ordered the nine NX-211 Whirlwind Motors mentioned in your letter of May 7.

On page 26 of the enclosed catalog will be found the latest style cam-and-roller valves, specified as extra equipment (\$19 each, net). These valves could not, of course, be included at the unusually low price you obtained.

May we send you the valves? Simply telegraph us collect, and we will rush nine sets by prepaid express, billing them net.

Yours for prompt service,

you do it?" His letters were sent to people of from low to medium income. Each message brought a gratifying response. His answer was simple. He never, he said, sent a letter to a large number of people without first trying it out on his friend, the streetcar conductor.

"I have often boarded a streetcar to ride to the end of the line with a conductor in order to read him my letter. I found that those fellows get into the habit of thinking clearly and dealing in short, direct statements. They taught me the fine art of cutting out superfluous words. Often, too, I have read these letters to the janitor who cleans out the office at night. He has given me splendid help, unknowingly, in the line of simplifying my thoughts. That is why the letters I send out now are mighty crisp and to the point. Some think they are too plain. The facts, however, are that they bring me the business." \*

Great writers are agreed that the simple way of saying things is usually the better way. You gain simplicity by going directly to the point, by saying in a courteous way what you have to say, and by being friendly from beginning to end. The motto of the modern correspondent should be, "Say it courteously and quit."

**Letters Must Now Meet New Competition.** Today there are more letters to read and less time in which to read them, more letters to write and less time in which to write them. Hence every good letter should be as short as completeness will permit. How to say more in fewer words is your goal.

## PROBLEMS

1. Rewrite each of the following sentences, expressing the same idea more clearly in fewer words. Condense as sharply as possible without losing the value of the idea.

- (1) It may be that you and I have personally met each other somewhere before at some time or other in the past, but if so I don't seem to recall the occasion.

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\* Bulletin of the Direct Mail Advertising Association.

- (2) If there were in the treasury a lot of money, plenty of resources, and abundant wealth, we should go ahead on this idea and carry it out to the fullest extent in every detail.
- (3) Every Red Edge file is very carefully manufactured with precision measurements, and is useful because it will do a lot of handy things in shaping metal, and can be put to many uses.
- (4) We wish to inform you that our company maintains a research division at the home office with the idea that such an organization can be of help in solving problems that may come up in the course of business, such as unusual problems of marketing and distribution, and other difficulties of importance along the same line.
- (5) Perhaps you will need some additional machine tools one of these days in your business, and when you do we shall look for your order and shall be very glad indeed to fill it when it comes with promptness, and can assure you that it will be given best attention at all times.

2. (a) Write a brief criticism of the long letter on page 224. Classify the faults under different headings such as Wordiness, Fogginess of Meaning, Lack of Tact, and the like. Refer by number to the sentences in the letter.

(b) Write a brief summary of the ways in which the short letter on page 224 is better than the long letter.

3. In the following letter you will find poor sentences, shifts in person, stock phrasing, and wordiness. Rewrite the letter, condensing the thought and saving words. Correct all other types of mistakes.

Your letter of the 25th received and in reply will say that these awnings would have to be made up and we would like to have, at this time of the year, about four days. We can turn them out in about half that time if absolutely necessary and when the hot weather comes, it generally takes about twice that long. The summer rush always slows us up, but we can work faster now.

We are mailing you under separate cover, two folders of awning stripe samples and patterns. In figuring the size these awnings should be, we need to have the height of the window as well as the width. We need these measurements so that we can cut the awnings the right size.

4. Analyze in a written paragraph the piece of advertising copy near the bottom of page 222, showing how clearness and conciseness have been obtained.

## SECTION 6

### CONCRETENESS AND CORRECTNESS

#### Concreteness

**Concreteness Flashes Pictures.** Concreteness is the opposite of abstractness and generality. We speak of an edge as "razor-keen," a point as "sharp as a needle," a light like "a flaming skyrocket against an ink-black sky," vivid comparisons because they refer to familiar and concrete objects. Concreteness is most quickly understood through examples.

#### *Abstract and General*

A quick shave.

This soap gives generous lather.

This airplane is the fastest in the world.

These tires stop the car within a short distance.

Trees are lighted on Christmas Eve.

The fire burns in the grate.

This is a comfortable blanket.

Laundered sheets.

It was a wide cement road.

We saw sparks at the break in the electric line.

Steam came out of the big locomotive.

#### *Concrete and Vivid*

A 78-second shave.

Multiplies itself in lather 250 times.

The Skystreak Jet Arrow holds the world's speed record of 1,000 miles an hour.

Four Champion heavy-duty tires stop this 2-ton car, from 60 miles an hour, in 235 feet.

A thousand tiny star points of Christmas Eve twinkle and gleam on the firs.

Rose-tinted flames leap and dance and glow in cozy warmth.

Tuck the fluffy virgin-wool blanket around you—it's feather-weight, yet warm as toast.

Crisp snowy-white sheets.

The new four-lane 100-foot cement road stretched away like a long, wide ribbon.

A shower of eerie-blue sparks sputtered and crackled across the high-tension gap.

Billowing white steam-clouds hissed and swirled from the giant streamlined locomotive.

The small boat went over the waves.

The slim forty-foot hull dipped and rolled as it slid through the blue water.

The airplane came down fast.

Like a great hawk the Vulcan-Fighter, its cyclone jets whining, swooped down in a screaming dive.

Concreteness multiplies descriptive power and vivid word choice. Descriptive power is developed through the skillful use of nouns, verbs, and adjectives that picture facts, situations, events, and actions in colorful terms appealing to the senses of seeing, hearing, feeling, touching, and tasting. Words that stimulate these senses transform dull generalities into the colorful vividness of the concrete.

For additional material on concreteness, review the discussion of nouns, verbs, and adjectives (Sections 1, 2, 3, 4, and 7 of Unit I), and refer to the discussion of effective vocabulary and vivid word choice (pages 265 to 274).

### Correctness

**How Errors Affect Your Reader.** When you write a letter, you hope it will be read attentively by the receiver. So, perhaps, do fifty other writers whose letters may reach the desk the same morning. With only moments to devote to each one, what will your reader do?

First, his eye must find a way into the letter. If the letter is well typed, the wide and ample white margins will lead his eye to the proper point, the first sentence.

Second, he hunts for the core idea. "What is this all about?" he inquires. His eye leaps from point to point as he scans the paragraphs for the gist of the message.

Third, he formulates his reply, pencils a note or two in the margin, and goes on to the next letter.

**What Happens When the Reader Trips Over an Error?** A businessman has a limited time to give to each letter. That time can usually be counted in seconds. If there are no hurdles to leap, he will get the points forcefully. With every

error hurdle in his way, he has less attention to give to the essentials.

**Errors Clog the Flow of Thought.** Errors interfere because they distract attention from the subject. Poor spelling, careless letter layout, haphazard punctuation, defective grammar, all clog the flow of thought because they stop the eye, through which the thought is picked up. Too many errors may so befog attention as to derail the train of thought entirely.

**English Mistakes More Costly Than Engineering Mistakes.** "Mistakes in English cost the company more than mistakes in engineering," asserted an officer of the Westinghouse Electric Corporation in discussing his work after a transfer from the engineering to the correspondence department. He explained that, if letters and specifications from sales offices or from within the East Pittsburgh Works were incorrect or incomplete or ambiguous, the result might be prolonged correspondence and sometimes wrong designs and shipments. When he was in the engineering division, he accepted the tradition that it was the engineers who made the mistakes. But, he said, when he was transferred, he found that those who handle correspondence can make mistakes too. "And," he added, "unless these [mistakes] are watched and avoided, they offer a constant threat of unnecessary operating expense."

**Accuracy Cuts Costs.** One of the greatest single business savings that can be made is that of increasing letter accuracy. One correspondence supervisor keeps before his eyes the following statement: *To economize the reader's attention, and to focus it on the message, be correct.*

**Like a Sheet of Plate Glass.** A letter is like a sheet of plate glass. It should be clean and polished. It should permit the light of the message to pass through with limpid clearness and without distortion. The language, like plate glass, should be flawless. It should be accurate enough, and therefore transparent enough, to let the reader perceive the message without being aware of the medium through which it passes.

# Does This Writer Win Your Respect?

## This is How the Letter Was Written:

### THE HEAT CONTROL COMPANY

Chrysler Tower  
NEW YORK, N. Y.

March 11, 19

Only colon  
only here

Weak opening,  
hackneyed

Omit th, -st, -nd,  
rd after the number  
when name of month  
appears

Spelling

Repetition

Bad form to omit  
needed words

Stock word, should  
never be used in  
this manner

Spelling

Negative and unpleasant

Wordy; omit

Negative

Repetition

Stock phrase

Negative

Word omitted

Spelling

Negative

Stilted

Stock word

Repetition

Violates parallel  
construction

Impossible  
division

Ineffective  
complimentary close

Avoid abbreviation here

Noticeable erasure  
and "strike over"

Stock phrase

Capital

Stock phrase

Repetition

Overemphasizes  
the negative

Repetition

Negative

Typing error

Stock word

Repetition

Weak, trite close;  
partial con-  
clusion; no longer  
considered good  
business usage

Entirely vague;  
shows no desire to  
be helpful; dis-  
interested

Spell surname for  
identification of  
signature

Stock phrase

Typing error

Necessary?

Dear Sir: --

(We) wish to acknowledge the receipt  
of your esteemed favor of March 9th. (We) note  
that you are asking for copy of booklet entitled  
"How to Cut Your Heating Costs 15 %" and that  
you would like to have (same) immediately.

(We) wish to state in reply that (we) cannot  
send this booklet because the last edition of it  
has been exhausted. Hence, it is out of print,  
and (no more copies) are available.

(We) wish to inform you, moreover, that (we)  
are just now (unable) to state when any more copies  
can be (had) because (we) are (not) contemplating a new  
edition of (same) in the (immediate) future.

(We) regret our present (inability) to comply  
with your request and wish to (advise) that we will  
be glad to (favor) in any other way possible.

(Trusting) that (we) may serve you better on  
some future (occasion) and (with appreciation) of (yo-  
ur) inquiry, (re)main.

Yours truly,

THE HEAT CONTROL COMPANY

Per

Sales Promotion Dep't

CHC/LG

**Summary of analysis:** (1) Letter filled with unpleasant negatives. (2) Weak and trite opening and closing sentences. (3) Numerous stock phrases. (4) Repetition. (5) Entire letter built around the big "WE" and "OUR COMPANY" point of view; little thought or consideration for the one making the inquiry. (6) Wordiness and hackneyed expressions; weak, uninteresting, and costly letter. (7) Errors in spelling, typing, and grammar; omission of needed words. (8) Not a hint of present helpfulness in the whole message. **Result:** This letter (1) injures the reputation of the company, (2) chills the interest of the man who made the inquiry, (3) ruins the opportunity for an effective follow-up, and, hence, (4) loses possible business that might have resulted. Business goes where it is invited and stays where it is well treated.

# Accuracy Cuts Costs

## This Is How the Letter Might Have Been Written:

### THE HEAT CONTROL COMPANY

Chrysler Tower  
NEW YORK, N. Y.

March 11, 19

Mr. J. R. Neilson  
2250 Seventh Avenue  
New Rochelle, New York

Dear Mr. Neilson:

It is a pleasure to send you at once, in reply to your request of March 9, a copy of an interesting mimeographed report on heating problems.

From these sheets you can get a very fair idea of the actual savings that may be made in operating a 24" fire box, the size you mention. The booklet, "How to Cut Your Heating Costs 15%," has enjoyed such an unusually heavy demand that all available copies are at this moment exhausted. When further copies become available, we shall see that you get one at once.

You will find much of the same information in the several sheets enclosed. After you have examined especially pages five and six, will you not write us more fully about your problem?

Just as soon as you are able to give us further details on your heating installation, we shall be glad to put before you the long experience of our five expert heating engineers.

Thank you for your inquiry.

Very sincerely yours,

THE HEAT CONTROL COMPANY

CHCochran:LG

Sales Promotion Department

Enclosure

**Summary of analysis:** (1) Letter written in a pleasant, positive tone. (2) A courteous opening sentence, full of pleasing action—action in favor of the one who has inquired. A courteous closing sentence. (3) No stock phrases. (4) Variety in word choice. (5) Entire letter built around the big "YOU" and "YOUR INTERESTS" point of view; in every paragraph, thought and consideration for the one making the inquiry. (6) Economy of words, fresh phraseology, interesting concreteness. (7) Clean, technical accuracy throughout. (8) Entire letter showing active interest in supplying helpful, concrete information. **Result:** This letter (1) builds up the reputation of the firm, (2) warms the interest of the man who made the inquiry, (3) creates an excellent opportunity for an effective follow-up, and, hence, (4) may win future business. Business goes where it is invited and stays where it is well treated.

**Little Acorns of Error Grow into Towering Oaks of Trouble.** A small mistake in an office may become a giant mistake a thousand miles away. The error may be in figures or words: the wrong addition or subtraction of a unit or a cipher, the omission of a vital phrase, the blunder of a misleading statement. Many can write a letter that can be understood. Few can write a letter that cannot be misunderstood. Hence, strive for a clear plan and guard against misunderstanding by being courteous.

Imagine, for example, the difficulties that might beset a utility company operating electric lines and electric railways if:

(1) A customer were quoted the wrong size of motor, and after purchase the motor proved too small to drive the machinery; or

(2) A farmer were to find that the contract price for the extension of an electric line to his farm turned out to be three times as much as he was quoted; or

(3) An extra cipher were, in error, added to the amount involved in the settlement of a thousand-dollar claim; or

(4) A trainman's instructions from the dispatcher's office told him to take the siding at 2:10 P.M. instead of 2:01 P.M. and he continued for nine minutes on the right-of-way when he should have been on the siding. In this instance the dispatcher might prevent the wreck, and probably would; but the high risk would still have been there.

Anyone can realize what such cases might cost a company. Nor are such errors impossible. In cases on record, exactly such errors have occurred.

**Correctness Is Simply Good Manners.** To the best of your ability, make everything you write, from this point on, correct in grammar, spelling, punctuation, and layout. Remember: There is no point in studying letters in their advanced stages until these technical details have been mastered. Clear away the error-blocks that clog the flow of thought. Haul away the hurdles that derail the train of thought. Clear the track for close attention—through accuracy.

### Summary of the Seven C's

The seven C's are the time-tested ways by which business writing has made itself cost-saving, human, sympathetic, and forceful. Taken together, they make up a series of guides, easy to remember and important to apply. Each one has been proved essential. Memorize the seven C's. Make them your writing guides in all the interesting letter situations that lie ahead in the coming pages.

- |                  |                                |
|------------------|--------------------------------|
| 1. COMPLETENESS  | (Nothing left undone)          |
| 2. COURTESY      | (Pleasant feeling tone)        |
| 3. CONSIDERATION | (Thinking of the reader first) |
| 4. CLEARNESS     | (No misunderstanding)          |
| 5. CONCISENESS   | (Every word counting)          |
| 6. CONCRETENESS  | (Details sharp, definite)      |
| 7. CORRECTNESS   | (No stumbling blocks)          |

Completeness is essential in order that the full picture may be given, so that further inquiries may be avoided; courtesy, in order that the message may find a receptive hearing; consideration, in order that the reader may be truly helped and his wants truly understood; clearness, in order that the way shall not be clogged; conciseness, in order that the attention shall not be wearied; concreteness, in order that every fact may be definite, informative, vivid, and interesting; and correctness, in order that costly delay and misunderstanding shall not occur, and that attention shall be neither diverted nor obstructed.

### The Letter Writer's Creed

1. Say enough but no more.
2. Be pleasant, tactful, courteous.
3. Be considerate.
4. Think your way through.
5. Save the reader's time.
6. Be informative; give facts.
7. Be correct.

**PROBLEMS**

1. Describe in a written paragraph what missing information makes the following letter incomplete, and how this incompleteness (a) violates consideration and (b) multiplies letters.

Broom-Olsen Sales Co.  
991 East Lake Street  
Chicago 45 Illinois

Gentlemen:

On January 26 we wrote you asking whether you would be able to supply us with Cotton Sash Board, which would be suitable for use in Uniplex batteries. You replied and wanted to know what size we would use—No. 6, 8, or 9. As we are not familiar with these terms, we wish that you would submit a sample of each of these sizes so that we may give you definite information. As to the quantity, we believe we would use this material in reels of 1,500 feet.

Yours very truly,

REPUBLIC BATTERY COMPANY

E. W. Branson

EWB:EO

2. Does the following letter fail to apply any of the seven C's? Give your opinion in a written paragraph.

Dear Sir:

We are selling Edgekeen tools at greatly reduced prices. You need a good hatchet, brace and bit, saw, and possibly other tools. These prices are unheard of.

Ordinarily you would have to pay 30 to 45 per cent more for these tools than the special prices we are putting on them.

Why not call and let us show you some?

Yours truly,

3. (a) Outline what you believe should be put into the body of the letter given in Problem 3, pages 203 and 204. The store that wrote the letter now stocks the Ranger rifle. Facts for you to use are given below. You must plan, reorganize, and select from this group of facts.

Ranger .22-cal. repeating target rifle \$19.95.

Action: 5-shot clip magazine. Bolt action, cocks on opening stroke of bolt. Recessed bolt head. Positive safety. Clean, "crisp-without-creep" trigger pull of about  $3\frac{1}{2}$  to 4 lbs.; adjustable to greater or lesser tension. Short, fast,  $\frac{1}{8}$ -inch hammer fall—speed of lock is less than 2/10,000 of a second.

**Barrel:** Heavy, round, 26-inch length. Drilled, reamed, rifled, and lapped to exact standards. Tested for accuracy. Chambered for .22-cal. long rifle, regular or high speed cartridges.

**Sights:** Rear receiver sight,  $\frac{1}{2}$  minute click adjustments. One click changes impact point  $\frac{1}{4}$ -in. at 100 yds.

**Stock:** American walnut, oil finish, latest target design. Beavertail fore-end, sling loops for  $1\frac{1}{4}$ -inch sling. Length, from trigger to butt plate,  $13\frac{1}{2}$ -in. Generous amount of wood, all over permits trimming to marksman's own requirements.

The customer is interested in rifles. As you no longer stock the Winchester, you should, as a matter of consideration to him and possible profit to yourself, give him information about another rifle that will fit his requirements.

(b) Write the letter you have outlined in (a) above.

4. (a) Outline the contents of a new letter to take the place of the one given in Problem 2 above. The following concrete detail will give you the necessary material:

**HATCHET:** Half hatchets. **FULTON**—Forged steel head. Black rust-resisting finish. Hickory handle. Size 1; with  $3\frac{1}{4}$ -inch cut. \$2. **CRAFTSMAN**—High carbon steel, properly hardened and tempered. Cuts fast—stays sharp. Ivory black finished head. Securely wedged select white hickory handle.

**BRACE AND BIT:** Dunlap quality brace has a sturdy ratchet and heavy duty chuck with self-opening steel spring alligator jaws. Full steel clad head has thrust bearing. The heavy steel frame with 10-inch sweep is nickel plated and highly polished. Takes all size square shank bits; also round shank bits.  $\frac{1}{8}$  to  $\frac{1}{4}$ -inch. Brace alone is a \$5 value. Set consists of brace with 7 Dunlap quality solid center auger bits ( $\frac{1}{4}$ ,  $\frac{5}{16}$ ,  $\frac{3}{8}$ ,  $\frac{7}{16}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and 1 inch), and a  $\frac{5}{16}$ -inch screwdriver bit. Brace, 7 auger bits and screwdriver bit \$6.75. Brace only \$3.75.

**SAW:** Thin back . . . taper ground 4 gauges. Perfect temper, balance and design. Light weight . . . fast, clean, easy cutting. Applewood carved handle. Blade is special analysis alloy steel, hardened to uniform temper in electrically controlled furnaces. Taper ground 4 gauges from teeth to back to prevent buckling. Tapered evenly from butt to point. Same gauge tooth edge its entire length. Teeth bevel filed to diamond point. \$4.50.

(b) Write the letter you have outlined in (a) above.

## REVIEW

Each of the following sentences contains at least one error.  
Rewrite the sentences; correct all errors.

- (1) The train left on Monday June 3 at 2 15 p m.
- (2) The hit and skip driver was sentenced to ten days imprisonment.
- (3) What is the special price of this article in quantities of 100 of 500 of 1,000.
- (4) It is not possible he said for us to reduce the price further.
- (5) This house which was constructed by Smith and Sons Inc. is well insulated.
- (6) Mimeographing addressing folding and mailing are taken care of by us at a reasonable charge.
- (7) There are three elements to be considered namely the demand for the article the distribution of the market for it and the cost of production.
- (8) The manufacturers association held it's meeting in the Eastern part of the state
- (9) The owner selling the building made it necessary for the agency to move their office.
- (10) They done a fine job in remodeling that house.
- (11) Whom in his opinion was at fault.
- (12) Three-fourths of the students in that class became well-known before they were 40 years of age.
- (13) The president Mr. Harold Morrissey looked finely even though he felt badly.
- (14) Except the weather changes, we will not be able to go.
- (15) He is one of those few people who is famous the world over.
- (16) Their present address is 2,197 Towner Street, their future address 3,468 Grand View avenue.
- (17) That being the case they may possible decide to pursue this course of action.
- (18) 1,000 names were on the membership list; but only 50 members were present.
- (19) The letter was received today. Forwarded from our New York office.
- (20) We received notice of the meeting yesterday, notice was not sent to them at all.

## Unit VII

# CONSTRUCTING THE BODY OF THE LETTER

### SECTION 1

#### EXPANDING THE MAIN THOUGHT

**The Body of the Letter Tells the Story.** Into the body of the letter goes the message. To send this message is the reason for which the letter was created. If there were no message or if the message were jumbled and meaningless, the letter would be worthless. Hence the body, which carries the main thought, must be expanded according to an intelligent plan.

**The Body Is Built Around a Corethought.** The subject or central thought of the letter is called the corethought. The corethought is the commander that gives orders to the pieces of material out of which the body of the letter is built, and that marshals the ideas into a well-planned unit. The corethought is the subject you are writing about, the heart of the plan. It must be in supreme control. You must identify the corethought before the mass of ideas can be put into the right relation to one another. After you have identified the corethought and have decided *exactly what it is*, you can put the essential ideas of the message into the proper order to make sense and to bring about the result you wish.

**How to Develop the Body of a Letter—Some Examples.** What is the corethought of the following letter, sent by a large corporation to several thousand businessmen in all parts of the country?

Would you like to see one hundred years of business history in a three-foot chart?

On this chart you may study the ups and downs of a century of business activity. You may view the interplay of wages, prices, real-estate values, and the stock market, all clearly shown for each of these hundred years.

We shall be glad to send you one of these charts as our small contribution toward business progress. If you would like to have one, please return the attached card; and we shall see that you get one at once. No charge, of course.

The corethought of this letter is announced like a trumpet call in the first sentence. You cannot mistake it. You cannot misunderstand it. The corethought defines itself in sixteen little words. "Would you," it inquires, "like to see one hundred years of business history in a three-foot chart?" The subject is (1) an offer (2) of a chart (3) three feet long (4) showing what has happened to business (5) in a hundred years.

We have identified the corethought and have decided exactly what it is. We can now see how the essential ideas, all of them perfectly simple, are put into the proper order to make sense and to bring about the result the writer wishes. Once the subject is announced, the rest of the message tells (1) what may be done with this chart, (2) what advantages may come from its use, (3) the reason for its distribution, and (4) how it may be had.

Let us try another test with a longer letter. The problem is this: The Remington Arms Company, Inc., manufacturer of firearms, ammunition, cutlery, and targets, wishes to send a direct sales letter to boys between the ages of fifteen and eighteen years, in answer to inquiries about Remington .22-caliber repeating rifles.

How should The Remington Arms Company solve this problem? What should be the corethought of the letter? How should this corethought be expanded in order to stimulate a lively interest in what the company has to sell?

First, of course, the company must decide exactly what the subject should be. The one who plans the letter must study the inquiries and must determine what particular .22-caliber repeating rifle would best suit the needs of those who have inquired. He can then assemble all the material in a large pile of unassorted but essential ideas in the following manner:

**Features of the Remington Sportmaster:** good for small game; accurate target rifle; durable; built of wear-resisting materials to stand hard usage; double-locking lugs; larger barrel, heavier-gauge steel; husky, man-sized stock; fore-end semibeavertail in effect; new peep sights; eight sighting combinations; Lyman No. 422 Expert telescope sight optional at additional charge; genuine walnut stock of selected wood; special tempered-steel barrel; expert Remington workmanship; prices to be quoted; now lowest in past five years; apply for further information to dealer; handle gun; try it, test it, sight it.

Notice the sharp, concrete detail in these features he has brought together. Now (1) he studies them; (2) he puts the material into the right order to make sense; (3) he assorts the ideas into related groups; (4) he organizes each group into suitable paragraphs; (5) he prepares his final draft.

The letter he writes is shown on page 240.

In less than thirty words you are told precisely what you are going to read about. You cannot mistake the corethought. You cannot misunderstand it: the new Sportmaster Remington, Model 341, .22-caliber bolt-action repeating rifle. The next six paragraphs describe this specific model.

The opening paragraph, in two sentences, expresses courteous thanks for the inquiry and directs attention to the enclosed Sportmaster folder. The subject once launched, the rich fact-supply is marshaled in effective order to explain (1) the uses for the rifle, (2) the needs it will fill, (3) the convenient special features that may be had, (4) the way in which to test it, and (5) the favorable prices. The facts have been put into marching order and have been brought together into related squads. That is how the body of a letter is built.

**Identify Your Subject, Select What Is Important, and Reject the Rest.** Perhaps you remember in *Aesop's Fables* the story of the monkey that tried to take a handful of sweetmeats from a jar with a small neck. But he was greedy. He seized such a large handful that he could not draw his hand out of the jar. Many who write are like the monkey. In their haste to cover the subject, they seize too big a handful. Failing to identify the corethought, they are liable to talk about

**REMINGTON ARMS COMPANY, INC.**

NORWOOD 12, OHIO

June 6, 19

Mr. Jack Swanson  
2906 Northout Street  
Columbus 7, Ohio

Dear Mr. Swanson

Thank you for your letter asking about the Remington .22-caliber bolt-action repeating rifle. Enclosed is a folder telling all about the new Sportmaster Remington Model 341.

The Sportmaster is the rifle you want for small-game hunting in season and for accurate target shooting. Built for hard service, the Sportmaster replaces the famous Remington Model 34 repeater. It has all the same advantages, including double-locking lugs, and in addition it has many fine new features.

Read about the new rifle in the folder. Notice the man-sized stock with wide semi-beavertail fore-end, and the larger, heavier barrel. Notice, too, the new Remington peep sights giving eight sighting combinations.

Read also about the Lyman No. 422 Expert telescope sight, which you may buy with the Sportmaster if you wish. This polished telescope sight, although moderately priced, is of high grade, in keeping with the superior quality of this rifle.

See your favorite sporting-goods or hardware dealer, and ask him to show you the Sportmaster Model 341. Handle this rifle. Bring it to your shoulder. Compare it with other rifles at or near the price. Notice the fine workmanship and materials--the high-grade steel barrel, the genuine walnut stock.

Buy your Sportmaster now while the price is low. If your local Remington dealer does not have it, he will get it for you.

Cordially yours

CD:FL

REMINGTON ARMS COMPANY, INC.

Enclosure

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A LETTER WITH THE CORETHOUGHT WELL EXPANDED

things that do not matter, to ramble along about trivial side-issues, to smother the significant facts and the important arguments in a cloud of inconsequential details. The rule is: Choose the chief point you want to make, and stick to it.

## PROBLEMS

1. In solving this problem, follow the method of the writer who prepared the letter for the Remington Arms Company, Inc. This method is outlined on pages 238 and 239. Write a sales letter answering an inquiry about a bicycle. The core-thought of your letter is the Elgin Bluebird bicycle de luxe, at \$66.50. Here is plenty of material:

Elgin Bluebird \$66.50 cash.

Brilliant, light-reflecting opalescent colors baked-on over rust-resisting coating in temperature controlled ovens.

(A) 1-pc. pressed steel carrier with reflector. (B) Leather saddle mounted on patented auto-type leaf springs. (C) Alemite lubricating system. (D) Exclusive Elgin air-cooled coaster brake. (E) Instrument panel with Sears X-Pert speedometer—registers speed and total miles traveled. Handsome chrome plated ornament on fender—plus all other famous Elgin features.

Note the modern sweeping lines of the light, pressed steel body, with built-in headlight, electric horn, two light and horn control buttons, tool compartment door. Full crescent fenders. Lobdell-Emery rims. Fine quality tested chain. Kick-up stand. Teardrop pedals. Novel handlebar posts. Shock-resisting handlebar grips with chrome plated bands.

Choice of bright blue with red trim or gunmetal with ivory trim. (Gripfast enamel) chrome plated rims, handlebars, sprockets and coaster brake. A 1½-volt dry cell battery included.

Full size, 19-in. frame, adjustable from 29 to 34 in. seat to pedal. Finest Everlast balloon tires, 26x2½ in. with inner tubes.

You may collect and add as much more material as you wish. You may substitute some of the details you have obtained for some of those given here. But all your material must be vivid, definite, and concrete.

The first four of the following suggestions are steps for your own use. Only the fifth part is to be handed in. (1) Study the facts. (2) Put them into the order in which they seem to be most effective. (3) Assort them into related groups. (4) Organize each group of facts into paragraphs. (5) Prepare your final draft.

2. Proceeding as you did in Problem 1, write a direct sales letter answering an inquiry about an inexpensive brief case. The corethought is to be the Automatic zipper brief case, at \$5.49. Here is the material:

3 pockets—split cowhide \$5.49.

Carry as brief case or envelope. A good-looking, full-sized case. No straps to fuss with. The heavy slide fastener zips smoothly across the top, protects the contents. Special design takes all strain off the slide fastener . . . the new D-type drop style leather handle is attached so that the pull is evenly divided over entire case. Ideal for carrying books, papers, music. Made of full 4-ounce stock, split cowhide leather in baby shark grain. Leather handle. 3 spacious pockets with partitions. Strong leather gussets. Sewing, extra heavy. Size, 16x11 inches. Black or dark brown. Initials free.

3. Write a paragraph discussing the letters appearing on pages 158, 180, and 181. These letters are reproduced in this book to illustrate attractive layout. Decide whether they measure up to the same high level in content. Give reasons for your conclusion.

## SECTION 2

### FIRST AND LAST SENTENCES: VITAL SPOTS

**Your First Sentence Is Your Headline.** In your daily paper each news story carries a headline. The headline attracts attention, tells what the story is about. Veteran newswriters write the headlines, trying to make each one strong, brief, and dynamic.

The first sentence of a letter is its headline. Its first impression counts heavily when you open the morning mail. Whether it is the first impression of handsome layout, picture-frame margins, expert typing, or the first "headline" sentence, you must place double importance on what comes first.

A letter is written to say something. No letter should be written that does not say something important enough to justify the effort to dictate it, type it, fold it, address and stamp the envelope, and mail it—because this process costs money.

**Four Functions of the First Sentence.** A good first sentence strengthens letter plan. It must do four things:

1. The first sentence shows courtesy and, if appropriate, expresses action in favor of the reader.
2. It indicates the subject of the present letter.
3. It refers briefly to the subject of the preceding letter if such reference is necessary for clearness.
4. It refers, *in a subordinated position*, to the date of the preceding letter so that the correspondent may refer to the filed carbon copy.

Let us suppose that you are on the staff of the University Avenue National Bank. A customer sends in a deposit totaling \$824.50 and asks for an acknowledgment. What will be the corethought of your reply to him? Clearly, the corethought is the remittance of \$824.50 and what has been done with it. Simple as this situation appears, it requires care if it is to be handled well. You have established the corethought, and you must now meet and conquer the problem of the first sentence.

What should the first sentence do? By looking back at the four functions, you find that it should be courteous, announce the subject, refer briefly to the subject of the preceding letter, and refer in an incidental way to the date of that letter. In accord with these four functions, the following first sentence is created:

Thank you for the deposit of \$824.50 enclosed in your letter of July 30.

**Flash the Meaning of the Letter: Tell the Reader What He Wants to Know.** The first sentence is your opportunity to headline the news, to flash the meaning of the letter. Word it so that it becomes the key to the message.

Let us picture your reader. He is likely to be even busier than you. He has his pile of mail to go through. The bigger it is, the less attention he will pay to each message. He will read rapidly. Perhaps he will only glance. His eye will sweep down the page, searching for the answer to the insistent question, "What's this all about?" Your letter will be read as one of many, each a different problem. For each his mind must adjust itself anew.

Before every new problem ask yourself, "What does he want to know first?" And, again, "*Exactly* what does he want to know first?" This question is the starting point for the construction of a clear plan. When you have correctly answered your own question, you have the corethought. When you once have the corethought, your subordinate ideas may be brought into the right order.

**Give Your First Sentence a Flying Start.** Action in favor of the reader makes a favorable impression. Of all styles of openings it is perhaps the most effective. You, the reader, want a two weeks' vacation with pay during the Christmas season. You ask your employer, in a written memorandum, whether you may have the vacation. What more pleasing and effective first sentence could you read than that in the following note:

It is a pleasure to grant your request of December 10 for two weeks' vacation with pay. Your record has been of such faithful character that you have earned the privilege. Your vacation runs from December 16 to December 30, inclusive.

Even in routine matters action makes a favorable impression. Action implies decision, energy, and alertness. Most of us like to have our requests treated with decision, energy, and alertness. Note how, in these examples, action makes a favorable impression:

Promptly upon receipt of your telegram we telegraphed our Milwaukee distributors to release the shipment specified in your letter of September 10.

We can furnish extra heavy XX linseed, as called for in your letter of February 2, at the following price schedule:

**The Man Who Forgot What the Reader Wanted to Know.**  
A dealer wrote a prominent manufacturer of paper bags, expressing his intention to use a large quantity of a special kind of bag. The company replied as follows:

Your letter of the 16th, addressed to our New York office, has been turned over to this office inasmuch as your city is in our territory. We enclose a few samples of our beautiful bags, which we believe would be just the thing for your store. Our bag is distinctive in color, yet strong. People carrying it would be a walking advertisement for your store. It would be recognized as coming from your establishment.

We suggest you tell us the quantity you would purchase. We shall be glad to quote you prices.

The customer was disappointed because, although he was in a hurry to get the bags, the letter gave no information that would justify him in ordering. "The thing I wanted to know," he said, "was the price of the bags, but this letter fails to tell me. I wanted quotations in 1,000, 5,000, or 10,000 lots. I wonder why this company did not quote."

The customer was right. Which is more important here: (1) the price of the bags in large lots or (2) the fact that "Your letter . . . has been turned over to this office"? This case is a well-defined example of waste. Two extra letters had to be written because the test question "What does he want to know—first?" was not answered properly.

**The Old Against the New.** Many business people are quick to accept the newest ideas and the most modern systems in every phase of their work except in letter writing. In that phase they remain—and seem almost pleased to remain—old fashioned, out of date, behind the times. In first sentences they refuse modern simplicity, preferring the archaic wordiness of a bygone day. Note this contrast:

*The Old Way*  
(57 Words)

We desire herewith to acknowledge the receipt of your letter of January 25, in which you inquire whether you are fully protected under our policy No. 2-40378, and we wish to advise that an examination of our records shows that your policy is in force and that you are protected according to the terms and stipulations therein.

*The New Way*  
(19 Words)

You are indeed fully covered under policy No. 2-40378, about which you inquired in your letter of January 25.

That it is old fashioned and wasteful to use fifty-seven words to say something that could be said better in nineteen, no one will deny. Yet many correspondents of this modern day, up to the minute in every other detail of their daily life, remain citizens of a bygone century in their first and last sentences. Here is another contrast:

*Irritating Wordiness*

We beg to acknowledge receipt of your kind favor of the 15th inst. and wish to state that we appreciate the interest you have shown in our present situation. In the matter of your inquiry relative to your illustrations, we beg to advise that they have had our attention and are enclosed herewith.

*Crisp Information*

Here are the illustrations you requested in your letter of October 15. We were glad to have a chance to see examples of your work. We shall now be better guided in placing our future orders.

The letter in the left column maddens the reader with a cloud of verbiage. That in the right column gives the needed information in the first twelve words.

**Last Sentences Make the Final Impression.** The task of the writer is to leave his reader, if possible, with a favorable impression. Impressions are strongest when they are heavily emphasized. The beginning and the end of anything, because they are most conspicuous, are positions of emphasis. An individual, for instance, who values his personal prestige must look to his hat and his shoes. The eye of a rapid reader is a skipping eye. It leaps from paragraph to paragraph. Anything that stands out, that serves as an eye-stopper, will get a little more of his fleeting attention than the rest. The eye can most easily get in to the letter at each end, the opening and the close.

The last sentence performs three important duties:

1. It rounds out the letter plan.
2. It brings to a focus the action desired.
3. It leaves an echo of courtesy.

**Beware the Participial Conclusion.** The participial conclusion is old fashioned. Do not use it. An example: "Trusting that you will give this request your prompt attention, we remain." Expressions like this are out of date and much too weak to justify their use as closing sentences.

The participle is, in fact, the weakest form of the verb. The participial construction introduced by *thanking, assuring, hoping, trusting, believing*, or the like, hinging its weight on a participle, is the weakest verbal construction in the English language. Never use it to express important ideas. An idea important enough to hold the closing position is important enough to deserve full strength. Full strength comes in a definite statement that rounds out the letter plan, focuses attention on the action desired, and leaves an echo of courtesy. Study these contrasts:

*Weak*

Trusting you will give this request your prompt attention, we remain

Hoping this will be satisfactory, and thanking you for past favors, we are

*Better*

We shall appreciate it if you will act promptly upon this request.

We want you to know that we appreciate your business.

*Weak*

Looking forward to filling your order promptly, we are

Thanking you for your order, and assuring you of our careful attention, we remain

Regretting our inability to comply with your demand, we beg to assure you of our best regards and wish to remain

Believing that you will find this number suitable to your requirements, we beg leave to remain

Assuring you in advance of our appreciation for your kind attention, and hoping that we may have the opportunity to return the same, we are

*Better*

We look forward to filling your order promptly.

We appreciate your order and are confident that it will reach you in excellent shape.

We regret that we are unable to fill your exact requirements. May we serve in other ways?

We feel sure that this article will suit your needs. We base our judgment on the profits of our other dealers.

Thank you for the care with which you have handled this transaction. We hope to return the courtesy soon.

**Do Not Thank People in Advance.** Always thank people for their services. But let the thanks be expressed after the service has been performed, not in advance.

The expression *Thanking you in advance* is a poisonous stock phrase, worn and weary with overuse. Like a raucous phonograph record, its sound irritates the ear. Even if it were not a stock phrase, its use would still be unwise because the one who feebly thanks in advance leaves the impression that he wants to save himself the trouble of expressing his appreciation later.

**Help the Reader Find the Important News; Do Not Make Him Hunt for It.** The eye is most forcibly struck by the beginning and the end. Somewhere between these extremes the subsidiary and less important ideas are stowed away. To violate this principle may cause the reader needless irritation. If he is forced to rummage long for the vital meaning, he may become wearied and quit the search. In the pace of modern business, make the reader's job as light as possible by indicating the prominent ideas. This you do by placing them in the positions of force—the beginning and the end.

## PROBLEMS

1. The following sentences are taken from the letters of three large manufacturing concerns. Rewrite them in the forms in which you would approve them for the mail.

- (1) Replying to your letter of January 14, in order to give the best of service throughout the country, we have established district offices to a limited territory.
- (2) In acknowledging your letter of February 19, in which you ask for detailed information so that you could pass it on to your repair department when they come across trouble on the Exide kitchen range, and in reply thereto, we beg to state . . . .
- (3) This is to inform you that your letter of January 20 has been received, and in reply we wish to state that while it is not possible to furnish you all the literature and information that you requested, it is our intention to make as complete a shipment as circumstances at the present time will permit.

2. Revise the following first sentences to make them correct: (These openings are from actual letters.)

- (1) Answering your letter of the 28th ult., I am sending you under separate cover a copy of our bylaws, Chapter 10153, Acts of 1925, and forms to be used with same.
- (2) Referring to your letter of October 22, we wish to say that the position you applied for has been filled.
- (3) We are today in receipt of your favor of the 4th inst. addressed to our Mr. Ward relative to prospective sale of ties to our company, and we will be very glad indeed to do anything we can to assist.
- (4) Replying to yours of the 13th, wish to say your order for No. 666 was forwarded to our New York office for shipment as we do not keep a stock of No. 666 in Chicago and all orders for this number are sent to New York.
- (5) In reply to your favor of the 22nd instant, we would advise that we credit interest on principal semiannually on June and December 1st.
- (6) We have your letter dated March 10 and are referring it to our Minneapolis branch which operates as the Northwestern Wind Engine Co., which branch has full charge of sales in your territory and can furnish you repair parts for pumps.

3. Revise the following last sentences to make them stronger and correct: (These closes are from actual letters.)

- (1) Trusting we may be favored with your valued orders and assuring you our prompt attention to same, we remain
- (2) Thanking you to hold up the payment of this coupon pending the proof of ownership, we are
- (3) Hoping this will be the means of making a sale.
- (4) Always glad to be of service, and awaiting your further commands on any matters, we are
- (5) Wishing you the compliments of the season, we are
- (6) Thanking you in advance for a favorable reply.

## REVIEW

The following letter contains ten sentences (numbered for your convenience) illustrating the uses of nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. Classify the words in the sentences, orally or in writing as directed, according to the parts of speech you have studied in this book.

Dear Sir:

(1) Pictured on the enclosed sheet is Terrace Homes, the first co-operative apartment building in this city.

(2) Located on Ocean Terrace at Cypress Street, Terrace Homes offers a new way to buy a home without paying the penalty of the worry and bother that home-owning usually brings with it. (3) Only a few blocks from the university, and close to transportation of motor coach and street railway, Terrace Homes is convenient, accessible, yet located in the heart of the restricted residential district that borders University Heights.

(4) Terrace Homes offers you the chance to buy outright, at low cost, an apartment home in a restricted residential location.

(5) Here is a new kind of apartment—one that you buy on easy terms and that becomes your permanent property.

(6) A sum of five hundred million dollars has been written into the successful investment record of co-operative apartments.

(7) You are further safeguarded by the integrity of the Thompson Company, which has brought the project to its completion.

(8) The plan is simple. (9) Send now for an illustrated brochure, "Terrace Homes." (10) Your copy will come to you with no obligation.

Sincerely yours,

## **Unit VIII**

# **THE PSYCHOLOGY OF TONE**

### **SECTION 1**

#### **EMOTIONS AND THE WRITTEN WORD**

Without the help of our personal gestures, physical presence, or smile, our written words must stand alone as a permanent record of what we have said. Hence we must try to mold these written words so that they will carry pleasant overtones of feeling to take the place of the gestures and the facial expression we would use if we were speaking in face-to-face conversation.

**After the Letter Is in the Mailbox, You Cannot Change Your Mind.** Once your letter is in the mailbox, it is gone. You cannot get it back. If you were indifferent, thoughtless, tactless, sarcastic, even angry, the record of your mood is there in black and white. It cannot be erased. You cannot be with the reader to excuse yourself or expunge your error or soften his anger. "The moving finger writes and having writ moves on. Nor all thy piety nor wit shall lure it back to cancel half a line."

**Letters Run a Scale of Tones.** Anyone with patience could build an album of letters written in as many keys as are on the piano, having more tone shadings than can be found in a color chart. Among the keys and tones are many discords. Some letters are curt; blunt; sharp; insolent; boastful; swaggering; formal; reserved; conservative; jocular; cajoling; buoyant; sprightly; jaunty; stern; insistent; convincing; persuasive; wheedling; meek; humble; juvenile; simple; lofty; superior; aristocratic; earnest; or sincere. And some letters are straightforward, courteous, and confident.

**Fact Writing and Power Writing, the Two Chief Types.** Writing may be divided into two classes, each one easily

# CENTRAL INVESTMENT CORPORATION

BROAD AND WALL STREETS  
NEW YORK, NEW YORK

January 3, 19

Mr. A. B. Dillon  
1250 Taylor Avenue  
Denver, Colorado

Dear Mr. Dillon:

The Missouri-Illinois Railroad, controlled by the Missouri Pacific Railroad through ownership of 51 per cent of the capital stock, is primarily a freight carrier and with its wholly owned and leased subsidiary, the Mississippi River and Bonne Terre Railway, is the only railroad in its territory serving the St. Joseph Lead Company, the St. Louis Smelting and Refining Company, and the Deslodge Consolidated Lead Company.

First-mortgage 5% Series A bonds of 1959, amounting to \$3,500,000, constitute the only funded debt of the Missouri-Illinois Railroad Company, and are secured by a first-mortgage lien on the company's fixed property and a pledge of the lease and of 29,992 shares of the outstanding 30,000 shares of the subsidiary's capital stock. These properties, with those of the subsidiary, have been valued at \$6,361,765.

The net income of the company and its subsidiary has averaged \$483,052 per annum for the six-year period ended December 31, or approximately 2 3/4 times the maximum annual interest requirements of \$175,000 on the Series A bonds. For the year ended December 31, the company reported a surplus applicable to interest, etc., of \$528,881.

These bonds are, in the opinion of counsel, legal investment for life-insurance companies in New York, Pennsylvania, New Jersey, and Connecticut.

We offer a limited amount of this issue at 87 and accrued interest, to yield 5.94 per cent--less a concession of 1 1/2 from this price.

Yours very truly,

ER:BI

CENTRAL INVESTMENT CORPORATION

WRITING TO CONVEY INFORMATION

# THE CUYLER CORPORATION

10 LINCOLN PARKWAY  
CHICAGO, ILLINOIS

September 22, 19

Mr. C. K. Randolph  
1345 Main Street  
Dallas, Texas

Dear Mr. Randolph:

## ENDANGERED!

In every city of the country, retail merchants today feel the tightening grip of severe competition. Welded link by link, the threat of cut prices is sinking into the flesh and blood of normal profits.

Panicky and fearful of the future of his business, many a dealer has tried to fight his way to success by wiping out his own profit with cut prices or, worse still, by reducing the quality of the articles he sells.

Both methods lead only to destruction.

Let's have a heart-to-heart talk about this serious situation. There is a way out for you, and we want to help you find it. First of all, let us make this point clear: We have organized our entire merchandising program for the single purpose of helping every deserving merchant to increase the efficiency of his store. If we accomplish that purpose, we assure ourselves an expanding market for our products. Thus we all win!

Take heart! The small merchant is not going to have to go out of business. Provided both he and the manufacturer from whom he buys are prepared, through mutual co-operation and understanding, to establish their business methods on the solid rock of rapid turnover and small inventories, then a bright new future of better profits is already assured!

Our next letter will go into further details. Meanwhile don't lose your nerve. YOU ARE GOING TO WIN! With our organization and ample capital we are going to help you win.

Sincerely and earnestly yours,

SV:CK

THE CUYLER CORPORATION

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WRITING TO AROUSE EMOTION AND TO MOVE TO ACTION

recognized: (1) writing to convey matter-of-fact information or knowledge and (2) writing to arouse emotion and to move or impress with power.

Knowledge writing, to convey matter-of-fact information, is found in business reports, direction books, summaries, statistical reports, abstracts, catalogs, fiscal reviews, quarterly reports, and the like. In documents of this kind, clearness, exactness, and accuracy are important. Attention and interest are secondary matters because they will be supplied voluntarily. Knowledge writing, dealing as it does with matter-of-fact material, uses a simple, direct, and explanatory style. This style is illustrated in the letter on page 252. Notice that the tone is calm and matter of fact.

Power writing, to arouse emotion and to move or impress with power, is found in sales letters and in similar forms of promotional writing, in which the aim is to stimulate lively interest and to move the reader to favorable action. The matter-of-fact tone is not adequate in power writing because there is nothing in it to persuade the reader to act. The manner and the tone must now become persuasive, imaginative, alive, powerful in its appeal to human desires, passions, and emotions. Notice in the letter on page 253 how the vivid, picturemaking words build up a gripping appeal founded on a dynamic, emotional tone.

**The Literature of Knowledge and the Literature of Power.** In the following famous passage Thomas De Quincey, a writer of gorgeous and glittering English prose, effectively describes the difference between the literature of knowledge and the literature of inspiration and emotional power:

There is the literature of knowledge and there is the literature of power. The function of the first is to teach; the function of the second is to move. The first is a rudder; the second, an oar or a sail. The first speaks to the mere discursive understanding; the second speaks, ultimately it may happen, to the higher understanding of reason, but always through affections of pleasure and sympathy.

What do you learn from *Paradise Lost*? Nothing at all. What do you learn from a cookery-book? Something new—something

that you did not know before, in every paragraph. But would you therefore put the wretched cookery-book on a higher level of estimation than the divine poem? What you owe to Milton is not any knowledge, of which a million separate items are still but a million of advancing steps on the same earthly level; what you owe is power, that is, exercise and expansion to your own latent capacity of sympathy with the infinite, where every pulse and each separate influx is a step upwards—a step ascending as upon a Jacob's ladder from earth to mysterious altitudes above the earth. All the steps of knowledge, from first to last, carry you further on the same plane, but could never raise you one foot above your ancient level of earth; whereas the very first step in power is a flight—is an ascending movement into another element where earth is forgotten.

**The Interesting Tone versus the Monotonous Tone.** The first step in striking the right tone is to express what you have to say *interestingly*. Hence, avoid monotonous sentence structure. Change the pace. Vary the sentence length. Business sentences, briefer than other types, average about twenty words each. But to gain rhythm, see that sentences do not fall into a deadly sameness of length and mold. To see how monotonous sentences of the same length become, go back to page 69. And on page 71 note how variety makes the same message interesting.

Although sentences in letters may average less than twenty words and may fall sometimes as low as fourteen or fifteen, occasional sentences run thirty, forty, even fifty words long. The important rule is to *vary the length and change the pace*. Follow the occasional long sentence with a short one of ten words, seven words, three or four words. The extremely short sentence placed between longer ones is called, by professional writers, the "sentence whip." The short sentence whips the reader's mind to new attention by contrast with the longer one that went before.

**The Sincere Tone versus the Trite, the Commonplace, the Hollow Tone.** So much shoddy language, so much stock phrasing, so much false "pep," so much cheap vocabulary, so much trite wordage is liable to creep into the day's work, that the student must ever be on his guard against the poisonous infec-

tion. Business writing is all too easily cursed with these insidious diseases.

Millions of pages of writing roll through the printing presses and the multigraphing machines each year. Not all of it is good. Some is appallingly bad. Guide your own writing by the costly experience of others. Never approve shoddy language. Beware of a threadbare vocabulary. Use slang only under appropriate circumstances, as in sporting copy; and even then use it sparingly.

Beginning on this page is Lincoln's Gettysburg Address written in two styles. At the left is the original text of immortal fame. At the right is a rewritten version expressed in the trite phraseology of low-grade copy. Note how the beauty of the original has been smothered in the cheap version.

*The Famed Original Text of  
Powerful Sincerity*

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract.

*A Rewritten Version on the  
Level of Low-Grade  
Triteness*

Back in 1776 our fathers founded a new nation based on the proposition that all men are born equal.

Now we are engaged in a great civil war, the aim being to save the Union. We are met on a great battlefield of that war to dedicate a portion of that field as a cemetery for those who here made the supreme sacrifice. This is a good idea.

Of course, the brave men, alive and dead, who fought it out here have consecrated it better than anything we can do. [Give the size of our army here.] It's not so much what we say. It's what they did that counts. It's up to

The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

us to carry on the unfinished work which they who fought here brought so far along. It is also up to us to dedicate ourselves to the real job ahead of us—namely, to be brave and true, to support the Constitution of the U. S., and to carry Old Glory to the heights, from the rock-ribbed coast of Maine to the sun-kissed shores of California.

**The Positive Tone versus the Negative Tone.** Every type of expression carries a tone-stamp: the positive, the neutral, or the negative tone. The negative tone is dangerous, destructive, and antagonistic. The positive tone is dependable, constructive, and co-operative. The neutral tone is on dead center, informative, machinelike, often statistical, always emotionless.

*The negative tone  
may result from any one of the  
following attitudes:*

defeat	disinterestedness
failure	slothfulness
displeasure	irritability
discontent	insolence
refusal	bluntness
hesitance	curtness
suspicion	slovenliness
complaint	laziness
fear	anger
uncertainty	obstinacy
carelessness	egotism
trickery	selfishness

*The positive tone  
may result from one or more  
of these attitudes:*

success	desire to serve
triumph	initiative
pleasure	level-headedness
satisfaction	diplomacy
co-operation	tact
willingness	courtesy
trust	neatness
adjustment	ambition
assurance	calm
confidence	understanding
accuracy	thoughtfulness
honesty	generosity

The positive tone is of huge value to the business writer. He should cultivate its use. Even in the final stages of collecting money overdue, when forceful and insistent language is the rule, one can maintain the positive tone. If it can be done under these circumstances, it can be done under all other circumstances. The positive tone is always useful.

A letter transmits a stream of impressions about itself and the business it represents. Once it starts its flow into the receiving mind, that stream of impressions cannot be recalled for change or correction. A letter once in the mail is beyond recall; and so are the impressions, good or bad, with which it started its journey. Beware of a letter written while you are irritated or excited. Never mail it until the next morning. You will be glad you waited.

**A Bond House Turns Failure Into Success.** A bond house sent out a follow-up letter to those who had received, upon their own request, an elaborate booklet. The house planned to get action by requesting the return of the book after two weeks had passed without an order. The results from the letter were disappointing. Then, without any other change whatever, the second paragraph was put first and the first paragraph was put second. The results increased 40 per cent. Here are the two letters:

*The Original Letter a Failure.*  
*Study the First Impression.*

If you have decided not to accept the invitation to ownership in this company, please return the book that we sent you twelve days ago in response to your request. Postage for the return is enclosed.

If you have decided to accept our invitation, you will still be in time to obtain one of the ownerships allotted to your state. Your application should be mailed promptly upon receipt of this letter.

*The Rewritten Letter a Success.*  
*Returns Increased 40%.*

If you have decided to accept our invitation, you will still be in time to obtain one of the ownerships allotted to your state. Your application should be mailed promptly upon receipt of this letter.

If you have decided not to accept the invitation to ownership in this company, please return the book that we sent you twelve days ago in response to your request. Postage for the return is enclosed.

**What the Bank President Asked.** A bank president submitted to an expert a letter acknowledging the receipt of two checks. Could the letter be improved?

*The Original Version*

We have your letter of June 7, and we acknowledge the receipt of the two checks that were enclosed. We have credited these checks in the sum of \$34 to your account.

*An Improved Version*

We acknowledge receipt, in your letter of June 7, of two checks totaling \$34, which we have credited to your account.

*Much Better Versions*

Thank you for the two checks, in your letter of June 7, totaling \$34. We have today credited them to your account.

or

We have promptly credited your two checks totaling \$34, received today, to your account.

In the original the tone is dull, the expression wordy. In the improved version some of the wordiness is corrected, but the action is still hidden. In the still better versions the tone becomes positive through the expression of courtesy or action in the opening words. Simple though these tone shifts are, thousands fail to understand them.

**The Sherry-Netherland Hotel.** The scaffolding on the thirty-eighth story of the Sherry-Netherland Hotel caught fire. Although the firemen had trouble in smothering the flames because of the height of the building, the fire did not spread and the huge building was saved. The next day the hotel announced that the fire would not interrupt construction. Then it concluded, "And so is proved in a spectacular way that the Sherry-Netherland is fireproof." A fire in any building is bad news. But the alert writer saw the favorable side, assumed a positive tone, and so turned the fire into an advantage.

**The Chicago Mail-Order House.** A rural customer some time ago sent to a Chicago mail-order house an order for a stove that could not be shipped for three weeks.

*As the Reply Was First Written: Negative Disappointment*

We regret that we are unable to fill your order for three weeks.

*As It Was Revised: Positive Satisfaction*

We acknowledge with sincere thanks your order for a stove, which we shall be able to send you in plenty of time for setting up before cold weather.

As first phrased, the reply was a stark disappointment. It emphasized what the company could not do and, therefore, was negative. As revised, the answer was gratifying. It showed that the company was thinking of the customer's interests. The revision, therefore, was positive.

**The Letter That Nearly Lost a Customer.** A bank customer who had done business with the institution for years came up to the desk of one of its officers. He was choked with anger. He laid this letter on the desk:

*This Letter May Make Enemies*

Your recent favor has been received. Before we would consider granting you a new loan, we would have to make a thorough investigation as to your credit. We would ask, then, that you fill out and return to us the enclosed financial statement, to replace the one now in our files dated two years ago.

All the facts were true. The practice of all good banks is to keep their financial statements up to date, and never to consider loans to persons about whom they have insufficient credit information. But because this routine letter had made an ordinary request in such an untactful and repellent tone, this good customer was angry enough to consider withdrawing his profitable account. A little skill in applied psychology and in the positive attitude would have saved the customer his anger and the bank much embarrassment.

*This Letter Makes Friends*

I was glad to learn from your letter of May 10 that you have another loan for us. Two years have passed since you made out a financial statement, I believe, so I am enclosing another blank. As soon as you fill it out for us, I shall see that the loan goes at once before the committee.

To maintain a cordial attitude, even under trying conditions, is necessary in successful public relations.

**Positive People versus Negative People.** Letters are like people—created with a positive or a negative twist. You may have acquaintances who are cheerful and buoyant or morose and sullen. No doubt you know others who are pleasant and tactful, as contrasted with some who seem to have been “born cross.” Consider the case of the famous basketball coach, nationally known, who because of a self-centered attitude has only a small circle of friends; a teacher who, because of his belligerency, brusqueness, and infantile lack of self-control, has a knack for making a great many enemies; and the secretary of an association of commerce who, because of irritability and curtness, antagonized his associates, destroyed chances of teamwork, and made no progress. Thousands of letters are hampered because they carry the vicious faults of the basketball coach, the teacher, and the secretary.

**Search for the Positive Appeal.** Here is a little story of Mr. Negative and Mr. Positive. Mr. Negative wanted to clean up his lawn. He ordered his children to rake up all the leaves. Reluctantly, yet obediently, they did so; but it was a dull and unpleasant chore.

Mr. Positive also wanted to clean up his lawn. A thought struck him. Said he to his children, “Come on, let’s have a marshmallow roast. We’ll have to pile up a good, big bonfire with a lot of leaves.” “Let’s get started!” the youngsters shouted. As if by magic the children rushed for rakes; and, working with unleashed enthusiasm, they soon cleaned the lawn, oblivious of the labor and with thoughts on the succulent marshmallows about to be roasted. The force that released the enthusiasm for raking leaves was powerful because it was right. Mr. Positive had made it easy.

**The Warm Sun and the Chill Wind.** Remember the fable of the warm sun, the chill wind, and the man with the overcoat.

The sun and the wind wagered on which could make the man remove his coat more quickly. The wind intended to blow it off. The sun intended to warm it off. The outcome was not hard to foretell. The sun won.

## PROBLEMS

1. Is the following letter positive or negative in tone?

Dear Sir:

In reference to your recent request for our booklet *How Safe Is Motoring*, we regret advising you that this publication is entirely out of stock. A new supply will be available about August 1, at which time your request will be honored unless you notify us to the contrary.

(a) Write your analysis of the tone of this letter. (b) Rewrite the letter as you would approve it.

2. Select three examples of knowledge writing from a current business magazine. Select three examples of power writing from literature, from advertisements, or from good sales letters. Show how the first set differs from the second set in aim, in tone, and in word choice.

3. Write a paragraph on the difference in tone (a) between a cook book and a short mystery story; (b) between the annual report of the General Motors Corporation and a narrative account of the battle of Gettysburg.

4. The income-tax collector for a certain state requested from an automobile company in a small town an immediate report on a delinquent income-tax return. The collector called attention to the fine for failure to file the report. The manager of the automobile company, confusing the income-tax report (which he had not filed) with another report sent to the secretary of state (which he had filed), lost his temper and wrote the following letter:

Sir:

Your statement "that return was not received by you" is an absolute falsehood and apparently deliberate as this report was inclosed in same envelope with the report of the County Dairy Breeders' Association and this you can not deny receiving as you acknowledged the receipt of it and if you received one you received

the other. I resent your insulting inference to cover the incompetency of your office force. Last year an attempt was made to put over the same in regard to the County Breeders' Association.

However, if you desire a duplicate I am willing to furnish it even if you have not the courtesy to ask for it. A gentleman will ask, a coward will threaten.

The letter, including errors in sentence construction, is reproduced here exactly as it was sent. (a) Criticize the tone, using the left column on page 257 as a guide. (b) Criticize the accuracy, including that of sentence structure.

5. Explain in a written paragraph why this letter is effective in content and tone. Illustrate your discussion by quoting phrases from the letter.

Dear Mr. Young:

We are grateful to you for your letter of March 13, informing us that the property next to you is to be sold and that, as you will not know the wishes of the new owners with reference to treatment of the tree on the property line, it is advisable to postpone this work indefinitely.

We shall be glad to abide by your decision, of course, and we are notifying our local representative immediately in order that he may govern himself accordingly. If and when the time comes that you wish to go ahead with this important work, we hope we may have the pleasure of serving you.

Sincerely yours,

THE DAVEY TREE EXPERT COMPANY

6. Select one letter from a suitable source, under the direction of your teacher. Discuss your letter in writing; use the following guide.

<i>A Plan for Letter Appraisal</i>	
<i>Appearance</i>	<i>Content</i>
1. Stationery. Does it impress favorably or otherwise?	1. Plan. Is it logical in core-thought, sequence?
2. Letterhead. Is it suitable?	2. Paragraphs. Do they indicate thought units?
3. Neatness. Is the paper clean?	3. Sentences. Are they grammatical, varied, clear?
4. Folding. Is it exact, straight?	4. Punctuation. Is it correct?
5. Ink (ribbon). Is it clear?	5. Spelling. Is it correct?
6. Typing. Is it accurate, even?	6. Tone. Is it positive?
7. Letter layout. Is it pleasing, balanced, centered?	

7. The following letter score chart totals 100 points.

<i>Letter Score Chart</i>		<i>Score</i>
PLAN	Letter Plan (50) Clearness (10) Subject first (10) Paragraph sequence (10) Flexible sentence (10) Word choice—freedom from “lingo” (10)	
TONE	Letter Tone (25) Courtesy (10) Directness (5) The “you” viewpoint (5) Character, individuality (5)	
FORM	Letter Form (25) Heading (5) Address (5) Salutation (5) Complimentary close (5) Picture-frame margin (5)	
TOTAL		

Select from suitable sources, under the direction of your teacher, two letters. Score each letter according to the foregoing chart. The number in parentheses after each line is the number awarded if the letter is perfect in that item. For example, if the courtesy of the letter is perfect, score 10 in the right-hand column opposite “Courtesy.” If the letter is a little short of perfect, score it 9 or 8 or 7. If the tone is angry or sarcastic, score it 0. If picture-frame margins are violated and the layout is poor, score the letter 0 or 1. If the margins are nearly perfect, score the letter 4. Follow the same plan with the other items.

The highest possible total score is 100. A letter scoring less than 70 is poor; above 80, good; above 90, excellent.

## SECTION 2

### MAKING VOCABULARY WORK FOR YOU

**Choosing the Right Word.** "The selection of the right word," wrote Alexander Hamilton, the great American statesman, "calls for the exercise of man's greatest faculty—that of judgment."

Turn to the Bible and read in the Book of Job: "How forcible are right words." Listen to Disraeli, famous statesman and one-time Prime Minister of England, conclude: "With words we govern men."

**Your Vocabulary Goes Hand in Hand with Your Success.** Dependable proof now shows that a wide and accurate vocabulary—a command of words—is closely linked with personal success.\*

"Why do large vocabularies characterize executives and possibly outstanding men and women in other fields?" asks Johnson O'Connor in discussing the connection between vocabulary and success. *"The final answer seems to be that words are the instruments by means of which men and women grasp the thoughts of others and with which they do much of their own thinking. They are the tools of thought."*\*\* (Italics are the author's.)

**Can You Make the Right Word Come?** Each of us has his own set of words. This set of words is like a bank deposit. Every time you deposit a new word, you increase your savings account and it bears more interest! Each of us must experiment with his own word supply and increase it, refine it, and improve it. Every new word is another deposit on personal success, a new shield against ignorance, and a tool for winning friendship and understanding.

## BUCKLEY, DEMENT & COMPANY

*Direct Mail Advertising*

Planned · Printed · Mailed

1300 Jackson Boulevard

CHICAGO



July 20, 19

Dr. Robert R. Aurner,  
Professor of Business Administration,  
The University of Wisconsin,  
Madison 6, Wisconsin.

Dear Dr. Aurner:

There can be no doubt that the main support of a successful business career is a sound training in the English language.

The English language enters vitally and importantly into the everyday conduct of business. To carry on its duties with full effect, it must be accurate, it must be flexible, it must be persuasive.

Flexible and persuasive English is vitally necessary when it comes to producing effective sales letters, profitable direct-mail pieces, and vivid advertising copy. In our business, for example, we know we can depend on the right words in our appeals to bring in inquiries and orders -- to build the businesses of the firms we are servicing.

A thorough and painstaking preparation in how to write and speak good English is one guarantee to a business success. It is not the only guarantee to be sure, but it is one of the foremost. Any course of training in English for business should, as a matter of common sense, place large emphasis on how to write effective business letters and sales messages-- the most important avenues through which the average businessman expresses himself in writing.

Expressing thought clearly -- announcing news interestingly -- requesting action persuasively -- are daily necessities in commerce. Our English language is simply a necessary working tool of a business man or woman. Only trained business writers will in future reach the high levels.

Cordially and sincerely yours,

President

HJB:E

BUCKLEY, DEMENT & COMPANY

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### "THE MAIN SUPPORT OF A SUCCESSFUL BUSINESS CAREER"

"... we know we can depend on the right words . . .," says a direct-mail expert, the administrative head of an organization devoted to the solution of intensely practical daily business problems.

Does the right word come when you call for it? Can you summon from your mental stock the one word you want when you need it most? Certainly there are plenty from which to choose. The English language offers you three million. A million of these are basic terms. The other two million are grammatical variants of these basic terms. Yet even with half this treasure house between the covers of the unabridged dictionary and ready to serve, most people privately admit that they feel "word poor."

**Fresh Vocabulary Needed to Smash Stock Phrasing.** For years the business voice has been a rumbling treadmill of outworn expression. Some of the worst of these damaging stock expressions are discussed later. The average business house cries in desperate need for fresh words, clean, new phrases—in short, a wider vocabulary. Look for vivid word qualities and cultivate exactness in the use of words, as does André Maurois, in writing of a former British prime minister:

In a few months an assembly prone to admiration would be listening to perfect periods, to muscular phrases, to the astounding conjunctions of rare adjectives and vigorous nouns.

**The Picture Power of Words.** Words have moved men to achievement, inflamed them with enthusiasm, convinced them with wisdom. Words may be dull or diamond-pointed. Words may soothe or may smart like vitriol. Words may be as downy as ermine or as sharp as spikes. Some carry a tone of cool fairness; others, a warm cordiality.

The colorful writer Lafcadio Hearn once said:

For me words have colors, form, character . . . moods, humors, eccentricities . . . tints, tones, personalities.

Because people cannot see the color in words, the tints of words . . . Because they cannot hear the whisperings of words, the rustling of the procession of letters . . . Because they cannot perceive . . . the frowning and fuming of words, the weeping, the raging and racketing and rioting of words . . . Because they are insensible to the phosphorescing of words, the fragrance of words . . . the tenderness and hardness of words . . .

Is that any reason why we should not try to make them hear, to make them see, to make them feel?

**Vividness.** Fresh, vivid, and pictorial words issue from an aroused enthusiasm. Here are practical examples.

The Burlington Railroad, presenting its crack streamliners, tells of the historical Mississippi route:

"The Zephyrs streak, swift and lithe, along safe double tracks crossing a hundred ravines where wild ferns flourish; over the Wisconsin River, and the Chippewa and the St. Croix; around the big bulge of Lake Pepin where the Mississippi widens to three miles. Willows and dogwood line the small creeks that hustle busily down from the hills. In the marshes, red-wing blackbirds teeter on the cattails."

Of different atmosphere is the following rugged narrative of an engineering triumph in the Mosul Province of Iraq. Note the feeling of vivid, compelling activity.

On this, the world's longest petroleum pipe line built as a single construction job, the U. S. and British building crews turned in one of the smoothest jobs of pipe laying ever seen. They had to build camps, dig water wells, run water lines, telephone and telegraph lines. Huge 18-wheel trucks carried the 12-in. pipe in 40-ft. lengths over some of the world's worst terrain. An automatic ditch-digging caterpillar tractor scraped out the 3-foot trench; compressor drills took care of the rock; Texan welders joined the "firing lines" of six or eight lengths; Sudanese painted and poured boiling asphalt over the section, wrapped it in brown paper and lowered it into the trench; and another tractor shoveled the dirt back. Two crews worked inland from the ports of Tripoli and Haifa, the third out from Kirkuk.

These paragraphs capture the throbbing energy, the dynamic movement, the vivid spark that can live in words.

Picture a sleek Diesel-electric locomotive standing, like a lonely giant, in dark silence. To bring this unmoving mass of steel and motors to life requires explosive force in the cylinders. What power is to the locomotive, enthusiasm is to a man—the driving, explosive spark. In business writing the vital spark that drives a message home is a *live* vocabulary.

**Vivid Verbs Generate Power; Nouns and Adjectives Follow.** Verbs, nouns, and adjectives, in the order named, are strong because they are idea words. Choose the right verb, and the adverb may not be needed. *Very*, used to intensify an adject-

tive (*very fast*), often weakens instead of strengthens the word to which it is linked.

Vivid verbs head the list of power-makers. In the Burlington Railroad description of its streamlined Zephyrs, in the rugged engineering narrative from far-off Iraq, you are carried along with picture verbs like *streak, flourish, hustle, teeter, scraped, painted, poured, shoveled*.

Vivid verbs likewise lend rhythm. G. K. Chesterton, famed English author, writes in *Lepanto*:

Strong gongs groaning as the guns boom far,  
Don John of Austria is going to the war . . .\*

In the heavy beat and accent are heard the throbbing alarm of general military uproar and frenzied excitement.

The average vocabulary is weak in verbs, fairly sprinkled with adjectives, and well stocked with nouns. Yet the English language is rich in verbs, hundreds of them dynamic. Note how color fuses into action in the following picture-painters:

alarm	clutch	glare	munch	sling
ally	dangle	glimmer	probe	slip
badger	dare	glitter	pry	snip
beguile	dash	gleam	rake	soothe
caper	dip	glow	ransack	surge
carve	drag	juggle	rivet	swoop
cheer	drive	loaf	rummage	tickle
chill	fidget	lock	skimp	track
chisel	flog	lug	slice	tremble
clang	floor	lunge	slide	wring

Sales letters are made forceful by verbs that flash pictures. Experts use the verb dynamo. Study these examples:

Call for the jolly Eskimo kid. *Uncap* a bottle of his gingery old drink. See the little bubbles *sparkle* to the top.

*Swoop* into a soft snowbank amid a hubbub of shrieks and shouts. You're *snuggling* into Jacob's virgin woolens.

Keep your curtains *a-flutter* with a Robbins and Myers fan.

Perfectly proportioned, delicately balanced, the Gray Goose *cleaves* the air in his effortless flight.

\* For forceful writing you will enjoy pleasure and profit from studying the word vividness, as well as the fascinating rhythm, of (1) G. K. Chesterton's *Lepanto*, (2) John Masefield's *Cargoes*, (3) Vachel Lindsay's *The Congo*, (4) Bliss Carmen's *A Vagabond Song*, and (5) William Rose Benet's *Merchants from Cathay*.

Letters in the quiet mood draw upon verbs to build an atmosphere of calm, a sense of peaceful beauty. Study these sentences in the quiet tone of a Christmas Eve:

We cannot find the magic words that will make the spirit march forward off the page and into your Season's joy. We cannot word-mirror the leaping flames that warm the hearth and paint a rosy tint on the deepening twilight. We cannot make our plodding language foretell the dainty jingle of reindeer bells, nor the pearly twinkle of distant stars . . . .

Note how your attention fastens on the movement in the expressions *march forward*, *word-mirror*, *leaping*, *paint*, *deepening*, *plodding*, *foretell*, *jingle*, *twinkle*.

Contrast the descriptive overtones in the following couplets, in which a great poet contrasts two sharply different kinds of seacraft, one "rowing home to haven," the other "butting through the Channel":

Quinquireme of Nineveh from distant Ophir,  
Rowing home to haven in sunny Palestine . . .

\* \* \* \*

Dirty British coaster with a salt-caked smokestack.  
Butting through the Channel in the mad March days . . .\*

Sheer verb-and-word choice set these two couplets a world apart in both tone and connotation: one, a picture of romantic dignity, relaxed ease, and warmth; the other, a picture of an unromantic trade freighter, the struggle of windy seaspray, and raw chill.

**Figures of Speech Paint Quick Word-Pictures.** Every element in good writing speeds the message and adds force. Figures of speech, founded on concreteness, drive ideas home because they fire the imagination. Properly used, they make letters easier to read by creating lively pictorial images. Compare the abstract statements at the left on page 271 with the figures of speech at the right.

---

\* John Masefield, *Cargoes*.

*The Generalized Abstract Statement*

Words may be pleasing or harmful.

Many cement roads were built.

High quality and low prices.

We are approaching the fundamental factors involved here.

He succeeded in finding the exact location of the difficulty.

When you reduce it simply to the essential facts. . . .

It would be best for him to proceed without any equivocation in letting me know.

He is bringing about important changes in the old ways.

The last letter we sent brought back a large number of orders.

*The Vivid and Forceful Figure of Speech*

Words are like flowers—or knives.

The country was ribboned with cement highways.

Airplane quality at submarine prices.

We are now getting down to the bedrock facts.

He put his finger squarely on the trouble.

When you boil it all down. . . .

It would be best for him to come out straight from the shoulder and tell me.

He is cutting the ground out from under the old ways.

The last letter we sent brought back an avalanche of orders.

**Simplicity in Vocabulary.** Avoid big words when simpler ones are as good. The English language has a one-syllable word for many a three-syllable one. Sometimes the one-syllable word does a better job. Contrast the following sentences:

*Pompous*

Here is a common species of that feathered creature belonging to the general classification of gallinaceous biped, and noted for its egg-laying propensities.

*Simple*

Here is a hen with a fine record for laying eggs.

Words like *go*, *slay*, *flay*, *pact*, *foe*, *wed*, *hop*, *bid*, *tilt*, *bloc*, *scan*, *dig*, *snag*, *foil*, and *split* are popular because they are simple and direct. Simplicity is illustrated in the following passage by H. Gordon Selfridge, of Selfridge's, Oxford Street, London:

Get the confidence of the public and you will have no difficulty in getting their patronage. Inspire your staff with the right spirit of service; encourage every sign of it. So display and advertise

wares that customers shall buy with understanding. Treat them as guests when they come and when they go, whether or not they buy. Give them all that can be given fairly, on the principle that to him that giveth shall be given. Remember always that the recollection of quality remains long after the price is forgotten.

Lincoln's writing reached perhaps its climax in the Gettysburg Address. This message is a masterpiece. It contains only two hundred and sixty-five words. Of these, one hundred and ninety-five are of one syllable. Forty-three are of two syllables. Most of the remainder are of three. The Gettysburg Address is in length less than three quarters of an ordinary one-page letter. Yet this deathless document of simple words is a greater monument than man can build of granite.

In a breezy rhyme Don Marquis, late newspaper columnist, made the process of writing seem easier than it is, but correctly described the act of word choice:

Webster has the words and I  
Pick them up from where they lie;  
Here a word and there a word—  
It's so easy, 'tis absurd;  
I merely range them in a row,  
Webster's done the work, you know;  
Word follows word, till, inch by inch,  
I have a column. What a cinch!  
I take the words that Webster penned  
And merely lay them end to end.

**How to Develop Your Own Vocabulary.** To develop a business vocabulary, cultivate the dictionary habit. There is no royal road to a wide vocabulary. If you want an adequate command of words, you must work for that command.

Now, how many words does the average person use? How large is his "talking" vocabulary? How large a vocabulary can he understand when he reads? To find out, the Russell Sage Foundation analyzed three hundred and eighty thousand words written by twenty-five hundred persons in seventy-five communities. More than two thirds of the writing consisted of personal and business letters. Here are the results:

(1) The ten commonest words, in the order named, are *the, and, of, to, I, a, in, that, you, and for*. (2) The fifty com-

monest words with their repetitions make up more than half the words we use in writing. (3) The three hundred commonest words and their repetitions make up three fourths of our writing. (4) Nine tenths of our writing is done with one thousand words.

The editor of a leading dictionary concludes that an adult with a small range of information can understand three thousand words when he reads; a businessman or a skilled technician, ten thousand; a college graduate, twenty thousand.

A business vocabulary is composed of words used more commonly in business than elsewhere. The words so used are the common property of the English language. They may be used by others than businessmen, but they find their wider service in commerce.

"The knowledge of words is the gate of scholarship," said Woodrow Wilson, who knew words, became a scholar, and was later wartime President of the United States. The American dictionary contains today more than a half-million terms. Excellent correspondence can be carried on with the use of only a fraction of this number. But the words that should be known and used must be accurately known and used. Accuracy is your aim.

**One General Word Translated into Two Hundred and Twenty Specific Meanings.** Translating one general word into all its possible specific meanings yields startling results. Let us take the common verb *said*. This hard-working daily servant of the English language can be translated into not less than two hundred and twenty specific substitutes, each of which is descriptively more powerful than its mother-word! Here are a few of the two hundred and twenty:

*Specific Offshoots of the General Verb "Said"*

announced	cried	exclaimed	grumbled	promised
argued	declared	explained	hinted	recommended
blurted	denied	exploded	insisted	responded
burst out	drawled	faltered	maintained	whispered
conceded	droned	growled	predicted	yelled

*(plus one hundred and ninety-five more)*

Try this type of translation once a week, each week selecting a new business verb. The exercise will help you to greater power of expression.

In the following pages we continue our study of vocabulary and its development.

### PROBLEMS

1. Translate each of the following general verbs into at least ten specific offshoots: (a) *walk*, (b) *run*, (c) *eat*. Helpful sources for synonyms are an unabridged dictionary, Roget's *Thesaurus*, Crabbe's *Synonyms*.

2. Write a brief summary of the link that seems to exist between vocabulary and success. Explain in your own words how a good vocabulary may help you to succeed.

3. Discuss in writing the word quality of the following passages, which you read in the foregoing pages of this part:

- (a) Lafcadio Hearn's description, page 267
- (b) Burlington Zephyr description, page 268
- (c) Iraq pipe-line description, page 268
- (d) Christmas Eve description, page 270
- (e) Selfridge's statement, pages 271 and 272

(a) Consider the following definite points: pictorial power, vividness, stimulus to imagination, use of the specific word, use of figures of speech. (b) On a separate sheet make a written list of expressions that seem to you particularly effective in each passage.

4. From each of ten different newspaper or magazine advertisements select a phrase or a sentence containing effective words. Write each expression in a column at the left of the page. Underscore the words in each expression that seem colorful or vivid. At the right opposite each selection, explain in a sentence what qualities make it effective.

5. "Two kinds of letters cross my desk," writes a business commentator. "One—paper, ink, and formality—goes the way of the wastepaper basket; the other—logical, human, and appealing—draws the eye, grips, sways, convinces. One is the product of careless routine; the other, of conscious creation."

Explain in a paragraph some of the differences between the two kinds of letters described by this critic.

6. Discuss the word quality of the following passage. Consider pictorial power, vividness, stimulus to imagination, use of the specific word, and use of figures of speech.

Words are almost living things. There are weak words and strong words, pallid words and red-blooded words, words splendid as precious gems . . . words as scorching as fire, words incandescent with heat and light—words that seem to have dropped hissing upon the page that holds them. There are words as dreadful as murderers, words that boil and swirl with meaning as dark as the black broth of a witch's caldron.

7. Examine the list of verbs on page 269. (a) Look up each of these verbs in a dictionary. (b) Use each in a sentence suitable for inclusion in a sales letter.

## REVIEW

Each of the following sentences contains at least one awkward construction or error. Rewrite the sentences; correct all errors.

- (1) There are two mistakes in the quotation made up by the Sales Manager.
- (2) The matter was handled good by the head of the Company.
- (3) The coat cost \$45.00, the scarf .98¢.
- (4) Even though the odds are great against us we shall play our best during the game.
- (5) 50 students were entitled to vote for the class president but only 20 exercised this privilege.
- (6) The well liked engineer was highly-trained in his work.
- (7) The new apartment building contained 2, 3, and 4 room suites.
- (8) We have this objection to the work It presents too difficult a problem for the newer employees.
- (9) These kind of pencil is best for use in taking dictation.
- (10) He writes just like he had a course in journalism.

## SECTION 3

### STAMP OUT THE STOCK PHRASES

The office door is open. Our ears catch a droning voice dictating a letter in something like the following language:

"Gentlemen: . . . er . . . In reply . . . uh . . . to your favor of the tenth instant, comma, in which . . . hmmm . . . you give facts to support your claim for credit with us, comma, we beg to advise you that same is inadequate from the point of view of our company, period, paragraph.

"Ah . . . hum . . . Although we regret that the information given us . . . er . . . makes it impossible to grant credit as requested, comma, we will . . . uh . . . fill your order provided check is sent in advance as . . . er . . . specified per our quotation of . . . uh . . . recent date, period, paragraph.

"Trusting this arrangement will be entirely satisfactory, and regretting that we are unable to extend credit on an open account at this time, comma, . . . er . . . we beg to remain, comma, . . ." and the voice drones on.

If this letter were not so typical of many still being dictated today, it would seem a horrible travesty on modern correspondence, filled with worn and weary phrases and hopelessly old fashioned. But that defect is not the most serious. The tone of the letter is so offensive that it would not be surprising if the reader were never to place another order with the concern. Through faulty language and faulty tone, this dictator is an active business-killer.

**Stock Phrases Are Poison.** The infection of the stock phrase is one that, in a sense, has been passed down from father to son. A century or two ago it was both polite and correct for gentlemen to write to one another in elevated and artificial language. Today the only remaining evidence of this early style is the hackneyed jargon illustrated in the opening paragraphs above. Nothing so quickly destroys the freshness and sincerity of a business letter as a set of stock phrases. Here is a selected list of the worst:

*Poisonous Stock Phrases*

according to our records	in reply we wish to advise
advise	permit us to state
as per	please be advised that
as stated above*	recent date
at all times	same <i>or</i> credit for same <i>or</i> Hope
at an early date	same is O. K.
at hand	thanking you in advance
at this time	[and all similar participial
beg to acknowledge	conclusions]
beg to inform <i>or</i> advise	the writer
beg to remain	trusting this is satisfactory
contents carefully noted	ultimo, proximo, instant (ult.,
enclosed herewith	prox., inst.)
enclosed please find	we remain, and oblige
esteemed favor	wish to advise, say, <i>or</i> state
even date	would state, would say
hand you herewith	you claim
hoping to hear from you soon	your complaint

Such curiosities are now not in use in the language anywhere except in business letters. Wordy and clumsy, they trip the correspondent into saying what he may not mean at all. Stock phrases are bad English and bad business. Modern letters must be more than a typewritten rubber stamp. To be consistent, a man who uses phrases from which the dust flies should write his letters with a quill pen and blot the signature with powdered sand. Letters were prepared in that way in the days of powdered wigs, and stock phrases belong to that period. "Boiler-plate" messages, expressed in cast-iron phrasing, make letters commonplace and worn out.

"Old-Fashioned Language." The archaic language of a by-gone day is as old fashioned as a horse and buggy. Grandfather read by the light of a flickering tallow candle. We read by a scientifically designed electric light. Grandfather's letters may have been full of wordy, stilted, and legalistic phrases. Ours of today must be well planned, freshly worded, friendly, and conversational. That is the modern style.

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\* Charles Lamb, the great English humorist, poked fun at this stock phrase. He called the writers of it "the above boys and the below boys."

After an intensive study of carbon copies of letters going out from his firm, one executive calculated that *to get rid of only the stock phrases would cut the average letter length 30 per cent!*

**Lost: A Million-Dollar Business.** One company lost the valuable business of another, amounting to a million dollars a year. Reason: its letters were so poor. The second concern came to the conclusion that no organization could write letters so wooden, so inaccurate, so careless, and so slovenly and still be doing a sound business in other respects. To maintain careful appearance and friendly, positive tone is as important on paper as in personal conference.

**Study This Contrast.** Some time ago the following letter, creaking with wooden language, arrived in the mail:

*How It Was First Written*

In reply to your letter of the 26th inst., wish to advise that the writer is contemplating a trip to your city August eighth or ninth, and will then call on you.

We also wish to state that we have a very nice line of Wrought Iron and Copper, and feel quite certain that we will have what you want in our line of sketches.

Thanking you for your inquiry, we beg to remain,

The one who wrote that letter smothered his message in a mass of dull wordage. He missed a great chance to highlight his coming. His task was to heighten the desire of the reader to see the designs and illustrations.

*How It Was Revised*

Thank you for your letter of July 26, inviting me to come over to show you some of our interesting fixtures. I expect to reach Santa Barbara on August 8 or 9. Just as soon as I arrive, I'll arrange to call on you at a time convenient to you.

You will admire some of our distinctive work in wrought iron and copper, in which you have expressed interest. I shall also bring along some hand-drawn designs and my illustrated brochures.

Once more, thank you for your inquiry and your invitation.

**Free the First Sentence from Stock Phrases.** First sentences are easily susceptible to stock phrases unless they are written with care. Avoid these "obsoletes":

Yours received and contents noted and in reply

Replying to your letter, we would say

We have your letter, and in reply will say

Referring to [*or Answering*] your letter

I write in regard to [Unnecessary—the reader can see from your letter that you are writing.]

Use, instead, these strong openings:

(1) Show action that has been taken: "We have decided to accept your recommendation of November 21, after conferring with our departmental executives." "Our vice-president, Mr. Thompson, has just reported to me the figures on the excellent showing you made in your recent regional contest."

(2) Express pleasure or regret: "Thank you for your December 9 remittance of \$85." "We were pleased indeed to have you take us into your confidence in the matter of the AAA action."

(3) Make a specific statement: "The actual figure for carloadings for August, about which you inquire in your letter of September 3, is 998,443."

These simple principles or a reasonable combination of them add power, variety, and originality. They cleanse the opening sentence from stock phrases.

### **Old-Style First Sentences Try to "Fly on a Kitchen Table."**

Wilbur Wright, the famous air pioneer, once remarked that he could fly on a kitchen table if he could find a motor powerful enough. So, too, regardless of how bad a first sentence you write, you can still carry your idea to the reader if you say it enough times and if he has patience enough to hear you through. But these are "kitchen-table" methods. Don't try to make a flying start with a "kitchen-table" first sentence.

#### *Old Style: Wordy*

Your inquiry of November 21 re *Encyclopedia Britannica*, 13th Edition Prospectus, at hand, and in reply wish to state that we are this day forwarding to you under separate cover, copy of prospectus asked for, which we

#### *Modern, Direct*

We are glad to send you at once, in response to your request of November 21, a copy of the *Britannica* Prospectus. From it you can get an excellent idea of the contents of the latest *Britannica*.

think will serve to give you a fair idea of what the latest edition is like.

---

We have received your letter of April 14, in which you ask about the current Packard program. In reply we wish to say that we shall be glad to give you the information requested.

---

Here is the information asked for in your letter of April 14, about the current Packard program. We are glad to serve you.

---

This is in reply to your letter of April 19, which was received today and in which you ask about a bond of the Hudson Towers issue, No. 82, for \$1,000. In answer we wish to state that this bond was cashed on the date of maturity, June 26, 19—, by the University Avenue National Bank, and we wish to advise further that said bank credited the account in question with principal and interest in full.

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The Hudson Towers bond No. 82 of \$1,000, about which you inquire in your letter of April 19, was cashed on June 26, 19—, the date of maturity, by the University Avenue National Bank, which credited the account in full.

The most prominent place in a parade is the head of the column; at a public gathering, the platform; at a banquet, the speakers' table; at a theater, the stage; *in the letter, the first sentence*. Upon these places attention is centered. Make the first impression count!

**Free the Last Sentence from Stock Phrases.** Last sentences, like first sentences, are easily susceptible to stock phrases. Any participial conclusion (an expression beginning with *thanking, trusting, hoping, assuring, believing*, or the like) is a stock phrase. *Never use it.* See the detailed discussion of the last sentence and its importance in letter plan on pages 247 and 248.

**The Last Sentence, the Climax.** The last sentence gives the final impression, brings everything to its peak. A short-story writer works for a strong climax. A good salesman knows that he must make the most of his last minute. An

### A Summary Chart

(1) **Make the letter attractive.** It is human nature to be attracted by the beautiful and repulsed by the slovenly. See that the body of the letter assumes the proportions of the sheet upon which it is typed.

(2) **Be unselfish.** Consider the reader's viewpoint. To put yourself in his place is to exert one of the strongest forces at your command. Say the things that you would want said if you and your reader exchanged places.

(3) **Be sincere.** Tell no untruths. Remember that half-truths and polite misstatements work their own undoing.

(4) **Be courteous.** Courtesy means neither flattery nor insincerity. It means straightforward consideration of the other man's point of view. Courtesy costs nothing. It has been known to pay thousands of dollars in dividends. A great many lost customers, for example, have been brought back by the correspondent who, under the most trying and adverse conditions, kept his head and refused to get angry.

(5) **Be clear and think straight.** Make the story logical. Tell it in simple language. In brief, plan the letter.

(6) **Write as if the reader were sitting on the other side of the desk and you were talking to him carefully.**

(7) **Make the letter interesting.** See the product through the eyes of the reader. Write not to please yourself but to interest him.

(8) **Make every line count,** whether the letter takes five lines or six pages. Strip off the excess. Carve away the surplus.

(9) **Use the positive tone.** Thought comes before action. Make it positive thought.

(10) **The first sentence is the headline of the letter.** Find out what the reader wants to know and tell it to him—first.

(11) **In general, prefer paragraphs and sentences moderate in length.** When long paragraphs are necessary, as in technical discussions in which the thought is sustained, place them usually between the opening and closing sections of the letter. In technical communications, paragraphs must shape themselves in accord with requirements and ordinary rules cannot apply.

(12) **Make the letter plan evident** through a clear corethought and the proper sequence of ideas.

(13) **Use the simple word** when it is as accurate in its shade of meaning as the elaborate word.

(14) **Never think that you are the only one who commits faults.** The perfect writer is rare.

experienced jury lawyer, in making his closing argument, may end on a crashing crescendo of emotional appeal or may lower his voice to a whisper. These skilled men stage their endings. They want their parting words to clinch their efforts. Letters, too, may end with force. But if they are to end with force, every stale, hackneyed, and commonplace expression must be sheared away.

**Why Stock Phrases Are Absurd: Try This Test.** Suppose one of your friends walked up to you and in a singsong voice began: "Replying to your statement of yesterday when I met you on this same corner, would say that you were in error re the matter of Sail-High golf balls, as per your suggestions in our previous conversation. Hoping my conclusion meets with your approval, and trusting that we shall have the pleasure of meeting again on this corner tomorrow, I beg to remain, Yours very truly." Your friend might escape before you led him off to the police station. But if he did, it would be because you were standing open-mouthed with astonishment.

**The Sure Cure for Stock Phraseology.** A golden secret of letter writing is to *be natural*. Why do so many dictators cloak their thoughts in heavily pompous phraseology? Perhaps because they have never thought of a letter as natural conversation! "It's always a pleasure to meet new friends," writes an expert sales executive as the first sentence of a letter welcoming new customers, people whom he had never met. "You feel it in business just as you do in everyday life." That writing is good because it is natural talk.

The sure cure for stock phraseology is clear, common-sense talk. Address the reader as if you were speaking to him naturally as he sits on the other side of the desk. Visualize him, and then talk to him—carefully. Say to yourself, "I am mastering the art of *letter-talking*. I am talking to my reader as if he were now with me, but I am putting my words in black and white only because distance makes it necessary to do so." One businessman escapes the deadly grip of stock phraseology by saying to his secretary, "Now, if you please,

I want to *talk* to Mr. White about our electric generators"; and he proceeds to *talk* in a conversational manner that suggests a living-and-breathing interview.

A letter is simply a careful, natural, often pleasant, business conversation reduced to writing. Notice the emphasis on the word *natural*. A business letter must be more concise, more logical, than average conversation; but it should use the same principles of personal force and conversational directness that guide an interview between businessmen on opposite sides of a desk.

### PROBLEMS

1. On a separate sheet of paper rewrite the following poor first sentences in such a way as to rid them of their stock phrases and to improve their force.

- (1) We have your letter of the 28th, enclosing the note of the Continental Seed Company for \$2,500 due April 11, which we have discounted as agreed at 6%, crediting your account with the proceeds, as per statement enclosed.
- (2) As per notation on your recent order we enclose copy of our latest drill jig bushing catalog B-28 with price sheet.
- (3) In reply to your letter of the 17th, will say that it is only with the greatest reluctance that I would settle with Mr. Gifford for \$25.00, for this would not reimburse me at the rate of 25c an hour for the time I actually put in on his place.
- (4) I have your favor of the 13th inst., and in response have to state that the case was set for trial here on the 25th.
- (5) We acknowledge receipt of your quotation of the 28th covering 1x4 & 1x6—6' 6" Select #3 Hemlock, S2S & R/S, and we regret to advise that we have found your price too high for us.

2. On a separate sheet of paper rewrite the following poor last sentences in such a way as to rid them of their stock phrases and to avoid participial conclusions.

- (1) Thanking you very much for the opportunity of serving you in this instance and assuring you of our desire to be of service to you at any time in the future, we are
- (2) Trusting this will be taken care of and when sending the forms in let us know so that we can mark our records accordingly, and thanking you for your co-operation, I remain

- (3) Assuring you that I shall be glad to see you whenever you are back in this part of the country again, I remain
- (4) Thanking you in advance for this favor, we are
- (5) Again regretting the slow service on this order and assuring you of greater precautions in the future, we remain
- (6) Hoping you will be in position to favor us with an order to cover this car, we remain
- (7) Thanking you very much for this valued order and assuring you same is having our very best attention, we remain
- (8) Wishing you the compliments of the season, we are
- (9) Asking you to please keep me informed relative to same

3. The following letter was received in answer to an inquiry about office desks. Curiously enough the letter came from a company easily able to hire first-rate correspondence guidance.

Gentlemen:

Your letter of September 21 at hand. We thank you for favoring us with this inquiry. We have at this time no Number 21 desks available for sale. Regretting that we are unable to sell you and hoping that we may have further dealings with you in the future, we are,

The Blank Equipment Company

(a) Write a brief criticism of this letter. Consider first and last sentences, stock phrasing, completeness, tone. (b) Rewrite the letter as you would have sent it.

4. A customer writes that he has found a sales manual of the Flynn Corporation helpful in his work and asks for five more copies. The correspondent of the Flynn Corporation sends the following answer, presented below without the changing of a word from the original draft.

Dear Sir:

We beg to acknowledge receipt of your communication of March 14, and note that you found our manuals quite helpful, and that you would like to have five additional booklets.

We beg to advise that we are sending you a dozen additional booklets under separate cover so that you will have an ample supply on hand.

We trust our action in this matter meets with your approval and beg to remain

Very truly yours,

(a) Write a brief criticism of this letter, covering first and last sentences, stock phrases, and tone. (b) Rewrite the letter as you would have sent it.

5. This letter came from a great railroad:

Dear Sir:

In accordance with your request of October 11th, take pleasure in enclosing herewith copy of Mr. Morley's article entitled, "The Teller of Time."

Thanking you for this opportunity to serve, I remain,  
Yours truly,

(a) Criticize it. (b) Rewrite it.

6. The following letter came from a manufacturer of summer clothing in one of America's largest cities:

Gentlemen:

We are just in receipt of your valued order of the ninth, and are making you a shipment today as per the enclosed invoice. However, on the faced coat we only had same up to size forty-four, and sent you the reinforced coat in the size of forty-six and trust this will be satisfactory.

Are you interested as yet in Summer Clothing? As written you previously, we would like to submit you some samples, and trust to hear favorably from you.

Thanking you for this order of today, and awaiting your further pleasures, we are,

Yours truly,

(a) Criticize it. (b) Rewrite it.

7. A customer spending \$15,000 a year with a certain concern sent an important inquiry about a delay that was holding up retail sales. The following are the first and last paragraphs of the reply he received:

Gentlemen:

Yours of the 17th regarding 9 doz. hammer handles at hand and contents carefully noted. In reply we beg to state that our records show these handles were shipped by the Chicago, Milwaukee, St. Paul and Pacific Railroad on the 15th as per our letter of recent date.

Thanking you for calling the facts to our attention and assuring you of our desire to serve, we beg to remain

Very truly yours,

The customer canceled the order. Can you tell why? Rewrite these paragraphs as you would approve them.

8. In an article in the *Nation's Business*, sternly criticizing stock phraseology, appeared this "sample" letter:

Your esteemed favor of the 28th instant to hand and the contents duly noted. In reply, beg leave to state same will receive careful consideration at earliest possible moment.

In re the matter of current prices please find enclosed herewith latest quotations up to this writing, as per your kind request. Please be advised that new list will be forwarded in near future as soon as same comes off the press.

Thanking you in advance for valued favor referring to above subject and waiting further favors along these lines writer begs to remain

- (a) Criticize this letter. (b) Rewrite it.

## REVIEW

Each of the following sentences contains at least one awkward construction or error. Rewrite the sentences; correct all errors.

- (1) There is a possibility that one will make a mistake in such a transaction, you must therefore be careful.
- (2) Mary proceeds deliberately as she works out her assignments; John is rapid in preparing his work.
- (3) The train was late in arriving at the station, therefore we were unable to keep the appointment.
- (4) The room was eighteen feet long and thirteen feet wide; the rug was fifteen feet long and nine feet wide.
- (5) The article on Page 26 was entitled "Drawing your own conclusions;" it was written by Alfred Doane.
- (6) Ever since he has been carefuller in making up the sales reports.
- (7) In determining the profit he has to consider 1. the net sales 2. the cost of goods sold and 3. the total expenses.
- (8) Mr. Franks please be more specific in your request for information.
- (9) I intend to go to the I think I shall change my mind and stay home.
- (10) Couldnt you prevent them taking the trip at this time of year?
- (11) The student with the highest average was given the prize the girl named Ruth Royal.
- (12) The boy scouts, the girl scouts and the students in the eighth grade all of these attended the conference held on May 21st.

## Unit IX

# THE SIMPLER TYPES OF LETTERS

### SECTION 1

#### PERSONAL LETTERS

**Personal Correspondence.** Personal correspondence is a medium of exchange made up of all forms of written communication used for the purpose of carrying on personal affairs (as distinguished from business transactions).

In writing personal letters, you enjoy considerable freedom of choice in such matters as stationery, form of heading, width of margins, and the like. As in business correspondence, however, you must, in writing your personal letters, make the first impression favorable by seeing that the physical appearance of your letter is handsome, the general form attractive, and the layout well centered. The suggestions and illustrations given in the following pages reflect acceptable and preferred usage. Your personal letters will be in good taste if you write them according to these suggestions.

**Stationery.** A popular size for personal stationery is  $7\frac{1}{8}$  inches in width by  $10\frac{1}{2}$  inches in length, in single sheets or in four-page notepaper folded at the left edge. White stationery is always in good taste. Light tints are acceptable.

**General Appearance.** Most personal letters are written with a pen. Do not use a pencil. In recent years the typewritten personal letter has gained the approval of authorities and the acceptance of considerable usage. Whether the personal letter is penwritten or typewritten, the following rules apply equally.

**Frame the Letter Like a Picture.** Center the letter handsomely on the page. Never crowd the writing. Leave an ample margin of three quarters of an inch or more on each

side of the sheet. If the stationery has a printed or an engraved address, begin about half an inch below the lowest line thereof. If there is no printed or engraved address, begin about an inch and a half from the top of the sheet and allow at least a half-inch margin at the bottom, and more if the centering permits. If the letter runs to more than a page, leave an inch at the top of the second and succeeding pages.

**Parts of a Personal Letter.** A personal letter has six parts: (1) heading, (2) address, (3) salutation, (4) body, (5) complimentary close, (6) signature. The illustration on page 289 shows how these parts are arranged in a handwritten letter. Each part of the letter in the illustration is numbered to correspond with the numbered list given above.

**Heading.** The heading must give the complete address of the writer. This is for the convenience of the reader, who may wish to reply. Do not, in personal letters, abbreviate the words "avenue," "boulevard," and "street." Open, mixed, and close punctuation are permissible. In the illustration on page 289, mixed punctuation with indented style is used. Close punctuation with block style appears thus:

*1127 Bedford Avenue,  
San Antonio 6, Texas,  
September 13, 19 .*

A HEADING IN BLOCK STYLE WITH CLOSE PUNCTUATION

If the street, city, and state names are short, you may write the address on one line, thus:

*124 Main Street, Kent, Iowa.  
July 19, 19--.*

AN ADDRESS IN ONE-LINE STYLE

1127 Bedford Avenue  
San Antonio 6, Texas  
September 13, 19

Mr. Alfred H. Wilson  
707 Jackson Avenue  
Orrington, Texas

Dear Mr. Wilson:

The members of the senior class of Kent High School have asked me to be their representative in expressing their thanks to you for the interesting program of colored slides you prepared for them last week.

It is a pleasure for me to write you this personal note to carry out the instructions of my class. If the rest of the class enjoyed your slides as much as I did, you may be sure everyone in the room had a pleasant and profitable time. We look forward to a return visit from you soon.

Sincerely yours,  
(Miss) Elizabeth Grant

---

#### A PERSONAL LETTER

This illustration shows how the parts are arranged in a personal handwritten letter. The numbers at the left refer to the six parts of the personal letter, listed on page 288.

**Handling Numbers.** Numbers are usually handled in personal letters just as they are in business letters. See pages 106 to 110 for detailed directions on handling numbers. Spell out the name of the month and write the date in figures: August 20, 19—.

If no street address is used, it is permissible and sometimes convenient to place the city, state, and date on one line.

*Mason, Ohio, May 1, 19--.*

A SINGLE-LINE HEADING

**Address.** Write the address in the position shown in the illustration on page 289. Spell out in full the words "avenue," "boulevard," and "street," as well as the state name. Write "Mr.," "Mrs.," "Miss," or other appropriate title (Dr., Professor, etc.) before the name in the address. Both open and close punctuation are permissible. Likewise, both block and indented style are permissible. In the illustration on page 289 mixed punctuation with indented style is used. Close punctuation with block style would appear thus:

*Mr. Alfred H. Wilson,  
707 Jackson Avenue,  
Orrington, Texas.*

AN ADDRESS IN BLOCK STYLE WITH CLOSE PUNCTUATION

It is also permissible to place the address at the end of the letter. For this arrangement, see page 291.

**Salutation.** How well do you know your correspondent? Choose your salutation to match. Adjust it to fit the degree of your acquaintance with the person who will read your letter, and make it match the tone and spirit of what you write. If, for instance, you know your correspondent as a close friend, you will naturally use his or her first name. Examples of various personal salutations:

22 Lynn Street  
Northampton, Mass.  
July 10, 19

1

3 Dear Mr. Roberts:

When I got back the other day from my western trip, my parents told me that you had inquired about the route I followed and whether I had had good luck on the highway.

4 I am glad to report that the southern route was in good condition all the way, with only three detours, each one relatively short and in passable shape. Such good road conditions doubtless contributed to the good luck I enjoyed all along the route. Would you like to have my set of maps? They are yours, with my good wishes, if you want them.

5

Yours cordially,  
James C. Marlowe

6

Mr. Thomas H. Roberts

2 616 Westfield Boulevard  
Gloucester, Mass.

---

#### A PERSONAL LETTER

This illustration shows how the parts are arranged in a personal letter when the address is placed at the bottom. Numbers at the left refer to the six parts of the letter, listed on page 288.

Dear Mr. Flynn	Dear Father	Dear Aunt Helen
Dear Flynn	Dear Dad	Dear Cousin
Dear James	Dear Uncle	Dear Cousin Bill
Dear Jim	Dear Uncle James	Dear Billy

Begin the salutation at the left margin and, in personal correspondence, place a colon after it. A comma is permissible but less often used. *Do not* use a dash (—) after either colon or comma. If the heading and address have been written with open punctuation, the colon (or comma) may, if preferred, be omitted after the salutation. Spell out titles like "President," "General," "Professor," and the like. Usage permits the abbreviation *Dr.* Examples: Dear General Avery, Dear President Young, Dear Doctor (or Dr.) Greene.

***Body of the Letter.*** In a handwritten letter indent the first line of each paragraph. Make the indentation the same as that of the second line of an indented address. This will be the penwritten equivalent of about five spaces of indentation on the typewriter. Avoid the block style. In the body of a handwritten letter the eye needs indentations in order to identify the paragraph breaks.

***Complimentary Close.*** Choose the complimentary close to match the salutation. Let it also match the tone and spirit of the personal message. Keep them in step. If the salutation is familiar because of a long-standing acquaintance, or because of a close personal or family relationship, the complimentary close may be familiar. The following are among the closes that are appropriate in personal letters:

Yours sincerely	Yours faithfully
Sincerely yours	Faithfully yours
Sincerely	Faithfully
Yours cordially	Yours affectionately
Cordially yours	Affectionately yours
Cordially	Affectionately

Write the complimentary close on a line by itself. Capitalize only the first word. Use a comma after the last word, **unless** you prefer to omit it because the heading and address of the letter use open punctuation.

**Signature.** Let the form of your signature match the tone, spirit, and measure of personal relationship shown by your salutation and close. Tie them all together so that they match each other. In writing to close personal friends and to members of your own family, you will probably wish to use only your first name or some familiar variant of it. In other cases you will probably sign your full name. Use no punctuation after the signature.

Women's signatures indicate whether or not they are married. In ordinary personal letters outside the family, they identify their status by one of the following methods:

1. An unmarried woman writes the word *Miss* in parentheses before her name.

*(Miss) Kathryn T. Ames*

2. A married woman writes her first and last names and immediately beneath, in parentheses, the abbreviation *Mrs.* followed by her husband's name.

*Madeline T. Forester*  
*(Mrs. Harry C. Forester)*

3. Optionally a married woman may write the abbreviation *Mrs.* in parentheses just before her signature.

*(Mrs) Madeline T. Forester*

**How to Fold Personal Letters.** Since stationery and envelopes for personal correspondence vary in size and dimensions, the best general guide is to fold the sheet in accordance with the shape and size of the envelope. A four-page sheet usually folds across the center, top and bottom edges kept even. Insert the sheet so that the fold comes at the bottom of the envelope. See also pages 189 and 190 for other folds.

**How to Address Envelopes for Personal Letters.** The envelope address for the personal letter should be essentially the

same as the address on the letter. Use the same style (block or indented) and the same type of punctuation (open or close) on the envelope that you have used on the heading and address of the letter. Write the address on the lower half of the envelope. The top line should not rise above the middle of the envelope and should be centered from left to right. Very long state names may, if necessary, be abbreviated; but abbreviations elsewhere should, on a personal-letter envelope, be avoided. The addressed envelope illustrated on page 295 is to carry the letter pictured on page 289. Study its details.

On the upper left corner of the envelope, or on the back flap, write your own name and full address so that if your personal letter proves undeliverable, it can be returned to you. Use block style for your return address even though you use indented style for the envelope address.

**Style and Manner in Personal Letters: Writing the Message.** Personal letters are usually letters of friendship. Most of the time they are written in a friendly mood with the utmost naturalness and in a manner of easy informality. Think of them as handwritten conversation. To get conversational naturalness into your personal letters, you may freely use conversational features such as these contractions: you'll, we'll, I'll, he'll, she'll, they'll, I'm, you're, he's, she's, wouldn't, couldn't, can't, won't, don't, and the like. As a courtesy to your correspondent, you should keep his interests foremost in choosing the information you put into your letter.

Ask yourself guide questions like: What will my reader want to know? What news? What developments? What events? What decisions? What plans? In personal correspondence there is nothing more natural than to use the pronoun *I*. But do not overdo it. Remember the reader and include him frequently with *you*. Then your friends and acquaintances and all your social and personal contacts will enjoy your personal letters and come to look forward to them. Make this your rule: In your personal letters, let your friends and family *hear you talking!*

*Elizabeth Grant  
1127 Bedford Avenue  
San Antonio 6, Texas*

*Mr. Alfred H. Wilson  
707 Jackson Avenue  
Orrington, Texas*

#### A HANDWRITTEN ENVELOPE ADDRESS

The main address has been written in indented style with open punctuation to match the letter illustrated on page 289. The return address in the upper-left corner is written in block style, even though the main address is written in the indented style.

A young man writes the following letter to a close personal friend about an interview he had just enjoyed:

Dear Jim,

When I went up to Berkeley the other day, I had no idea I'd get such a warm welcome from your friend Bill Brown. Honestly, Jim, he and his associates in the office made me feel so much at home that I almost kept wondering where I was. It was a bit like being visiting royalty. I had a grand time.

Just before I left, they told me you'd written them a wonderful letter about me. For that, accept a million thanks! I'm indebted to you for your help, and someday soon I'll try to repay it with plenty of interest. Believe me, I will.

Faithfully yours,  
Bob

In this letter Jim can hear Bob talking with a style as natural, as easy, as forthright, as informal, and as friendly as if the two were chatting easily on the front steps. Personal letters are never written by rules. They are written from the heart, and they are pervaded by a spirit that makes friendliness shine through the lines. Personal letters are threads of thoughtfulness stretching across both time and

space, personal messengers sent to tell the news you are anxious to share with your friends and family. Write yourself into the lines.

### PROBLEMS

1. Write the following headings, addresses, and salutations. Use the modified block style, open punctuation, and the current date.

- (1) 911 North Boulevard Auburn Tennessee  
Mr. Frank Lester 1212 Grant Avenue Kent Ohio  
Dear Frank
- (2) 1612 Canal Street New Orleans 6 Louisiana  
President Joyce Farnum 2358 Newer Street Covington Kentucky  
Dear Mrs. Farnum
- (3) 4759 Race Street Cleveland 2 Ohio  
Miss Jane Cunningham 1110 South Street Flint 2 Michigan  
Dear Jane
- (4) 2234 Broadway Avon New York  
Mr. C. R. Dickens 1160 Wilmes Place Mason Ohio  
Dear Dick
- (5) 3355 Johnson Place Cincinnati 3 Ohio  
Reverend John Adams 1260 Lester Road Cincinnati 4 Ohio  
Dear Reverend Father

2. Write the following headings, addresses, and salutations. Use indented style, close punctuation, and the current date.

- (1) McAlpin Building Helena Montana  
Miss Ruth Cartwright 16 Palm Avenue San Jose 2 California  
Dear Ruth
- (2) Munson Building Carson City Nevada  
Professor Charles Howell 2210 First Street Dallas 16 Texas  
Dear Professor Howell
- (3) 9002 Rushton Avenue Portland 6 Oregon  
Mrs. Robert Crane 6670 Duckton Street Tacoma 4 Washington  
Dear Mildred
- (4) 4462 East Third Street Kansas City 4 Missouri  
Mr. John Tulles 6119 Eighth Street Omaha 2 Nebraska  
Dear Mr. Tulles
- (5) 2345 John Avenue Miami 14 Florida  
Mr. Harvey Webster 3162 Main Street Biloxi Mississippi  
Dear Harvey

3. In spaces approximately  $6\frac{1}{2}$  by  $3\frac{5}{8}$  inches, or on envelopes of about the same dimensions, write the following ad-

dressess. Place your own return address in the upper left corner. Use block style and open punctuation.

- (1) Dr. Wilfred C. Braxton 2121 San Carlos Street Clinton Iowa
- (2) Mr. J. C. Dodd 101 Ocean Avenue Carmel California
- (3) Miss Frieda Clawson Ingalls Building Saint Paul 5 Minnesota
- (4) Reverend Harold Jenkins 1534 Church Street Atlanta 9 Georgia
- (5) Professor Mark Handal Merchants College Cincinnati 7 Ohio

4. In spaces approximately  $6\frac{1}{2}$  by  $3\frac{5}{8}$  inches, or on envelopes of about the same dimensions, write the following addresses. Place your own return address in the upper left corner. For the envelope addresses use indented style and close punctuation; for your return address use block style and close punctuation.

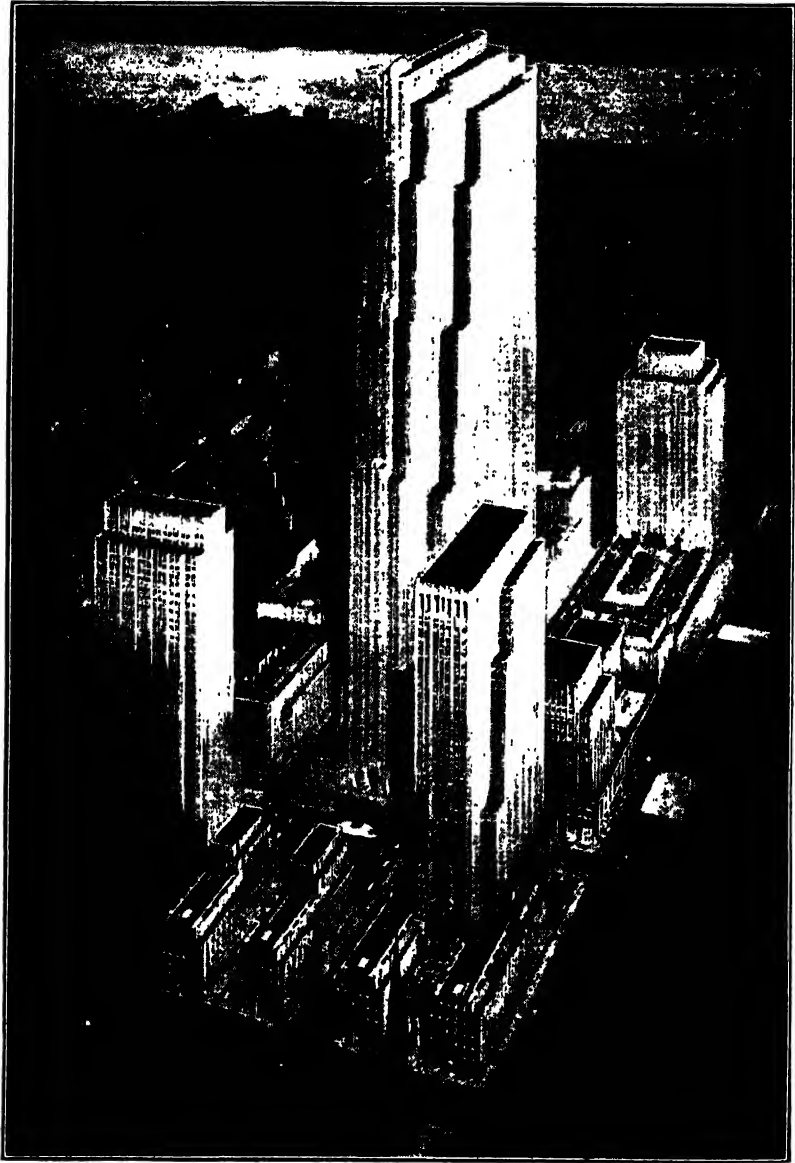
- (1) Mr. L. James Dawes Worth Building Tulsa 6 Oklahoma
- (2) Robert Siegel D. D. S. Room 1229 Howard Building Decatur 1 Illinois
- (3) Mr. J. C. Brown Attorney-at-Law Lawyers Building Akron 2 Ohio
- (4) Messrs. Royce and Kramer 12 Ida Street Tucson Arizona
- (5) Mr. Howard Nelson 8084 Hardin Avenue Silverton Ohio

5. Select four of the complimentary closes listed on page 292. Write each one with an appropriate matching signature, describing in each instance the person to whom you are writing and your degree of acquaintance.

6. (a) Write a personal letter to your uncle at his home address. Enclose the letter in an envelope. Use indented style and close punctuation for the heading of the letter, the address of the letter, and the envelope address. Use block style and close punctuation for your return address on the envelope.

(b) If a typewriter is available, type the letter in block style and with open punctuation.

7. You have just spent an especially pleasant week end with your uncle and aunt at their home in a town not far away. Write them a personal letter telling them of your appreciation and of matters of family interest. Supply names and the address. Use indented style and close punctuation in the heading and address. Use the current date. Prepare the envelope to **match**. Include your return address.



### ROCKEFELLER CENTER, NEW YORK CITY

In and out of the offices of thousands of industrial and mercantile centers, in and out of the entrances of great buildings like these, flow hundreds of millions of letters, each a personal message dictated in the light of the needs and wants of an individual reader.

## SECTION 2

### LETTERS OF INQUIRY AND REPLY

Before we plunge into a study of inquiries and replies, suppose we find out, as a background for our work, how many business letters we Americans write each year.

**How Many Business Letters Do We Write Each Year?**  
Through the courtesy of the office of the Postmaster General, here are figures for a typical fiscal year showing the number of pieces handled by the United States Post Office Department.

<i>Annual Postal Volume</i>	<i>Pieces</i>
FIRST CLASS: letters and other written and sealed matter	20,665,029,753
SECOND CLASS: newspapers, magazines, and other periodicals bearing notice of second-class entry	6,123,782,423
THIRD CLASS: circulars and other miscellaneous printed matter	6,803,330,417
FOURTH CLASS: parcel post, merchandise, books, printed matter, other mailable matter not in first or second class	1,067,461,100
PLUS OTHER SPECIAL CLASSES	2,768,102,481
<b>TOTAL ANNUAL POSTAL VOLUME</b>	<b>37,427,706,174</b>

Another indicator of how busy we keep our United States Post Office Department is the figure showing the number of pound-miles of air mail flown by our airlines in a year. A "pound-mile" means one pound of mail flown one mile. Again the figures are colossal.

<b>Total Number of Pound-Miles of Air Mail Flown in One Year</b>	<b>39,897,330,540</b>
--	-----------------------

**How Much Does Each Business Letter Cost?** The average personally dictated business letter costs seventy-five cents. A short letter dictated by a low-salaried executive may cost slightly less. A long letter produced by a high-salaried executive may cost a great deal more. Business letters costing two or three dollars apiece are not at all exceptional today. The average cost is three quarters of a dollar. For the cost details, see the Chart of Letter Costs, page 301.

Perhaps you are surprised to find that a business letter may cost many times more than a telegram, yet this is often true. If a stenographer writes twenty-four letters a day and the cost is 75 cents apiece, the cost of the letters written by that one stenographer is \$18 a day.

**American Correspondence a Huge Business.** A fair estimate is that a fourth of the twenty billion pieces of annual first-class mail get expensive personal attention. If, to speak conservatively, five billion of our letters cost 75 cents each, our annual bill is \$3,750,000,000. In addition to this, the total expenditures of the United States Postal Service, to carry your mail and the mail of all other citizens, is another billion and a half dollars each year. Now try a little short, simple arithmetic. If dictated letters can be made just 10 per cent more effective, or 5 per cent, or even only 1 per cent, figure how many hundreds of thousands of dollars can be recaptured and put to thrifty use somewhere else in business!

**Letters of Inquiry.** Among the millions of business letters that speed back and forth across the country each day of the year are letters of inquiry. Inquiries are letters that ask for information: price quotations, terms of payment, folders, catalogs, articles, services, special data, particular knowledge, and the like. An inquiry should indicate exactly what is wanted.

Word your questions so clearly that even a dull reader will not fail to understand what you want to know. If your inquiry covers several points, paragraph each or list them in numerical order. Follow this plan:

### LETTER-COST CHART

<i>Dictator's Time:</i> based on an average salary of \$75 a week; a 40-hour week; and an average of eight minutes for each letter written .....	25 ¢
<i>Stenographic Cost:</i> based on an average salary of \$30 a week; a 40-hour week; and an average of 24 letters a day, including time taking dictation ....	25 ¢
<i>Nonproductive Time:</i> time lost by dictator and stenographer because of waiting, illness, and other causes .....	3.3¢
<i>Fixed Charges:</i> depreciation, supervision, rent, light, interest, taxes, insurance, and similar overhead ..	13.2¢
<i>Materials:</i> letterheads, envelopes, carbon papers, typewriter ribbons, pencils, and other supplies ..	3.9¢
<i>Filing Costs:</i> clerical time, depreciation on filing equipment, costs of filing supplies .....	1.2¢
<i>Mailing Costs:</i> postage, gathering, sealing, stamping, and delivering to the post office .....	3.2¢
<b>TOTAL</b>	<b>74.8¢</b>
<i>The Cost of the Average-Length Dictated Business Letter Is 74.8 Cents. This Letter-Cost Chart Shows Why</i>	

- (1) State the subject of your inquiry.
  - (2) Add whatever explanatory material will be helpful, such as specific details, definitions, and the like.
  - (3) Briefly give the reason for your inquiry, making it clear why the letter is addressed to the reader.
  - (4) End courteously and avoid the expression *Thanking you in advance*. This is a stock phrase of poor quality indeed. It is also a discourtesy because it takes too much for granted.
- When the answer to an inquiry will be a favor to you, you should enclose a stamped, self-addressed envelope of convenient commercial size or a loose stamp. The latter plan is recommended when an inquiry goes to a business, as the busi-

ness may prefer to use its own stationery. If a letter of inquiry is about a matter of mutual interest, or if it is sent to someone with whom you have regular dealings, enclosing a stamp or a stamped, self-addressed envelope is not necessary.

### *Letter of Inquiry*

May I ask what kind of typewriter you use in your office and why you prefer that machine?

As you may have heard, our firm expects shortly to move its business offices into new quarters with entirely new equipment. In the stenographic department thirty new typewriters are to be installed. It becomes my duty to make the choice of machine.

These definite questions occur to me:

1. How does the typewriter you use stand wear and tear?
2. Does it produce good stencils?
3. Does the typewriter company give uniform service in the way of repairs and replacements?

I know that you have had considerable experience with the leading typewriters because your company has tried out various machines since your connection with the firm. Your advice would be particularly valuable in helping me make a selection.

I shall greatly appreciate your reply.

In asking for a catalog or a booklet, in requesting a sample, in inquiring for general information on timetables and the like, the letter may be very brief.

### *Routine Inquiry*

Please tell me whether you have on file any available publications on stock control systems for retail sporting goods stores.

**Answering Inquiries.** An inquiry should be handled courteously whether the desired information is supplied or withheld. The exact information, if available, should be given in the briefest possible form. Study this answer to the letter of inquiry shown at the top of this page.

### *Answer to an Inquiry—Items Numbered*

It is a pleasure to answer your inquiry of May 9 about typewriters. For the past two years we have made almost exclusive use of the Highclass typewriter. Perhaps a summary of what we consider the particularly good points of the Highclass may help you to understand our preference:

1. It is easily handled and cleaned.
2. The touch is light and conducive to speed.
3. The parts are simple, and their uses can be learned quickly by those not familiar with the Highclass.
4. Repairmen are efficient, dependable, and prompt.
5. The company allows a good rate on old machines turned in.
6. Tabulators are exceptionally convenient.
7. Clear-cut stencils may be produced.
8. Finally, the Highclass is rugged in its resistance to office wear and tear. On this point we have interesting comparative statistical records.

If you have inquiries on other office equipment, let us have them. We are glad to assist.

Numbered listing of questions and answers helps to keep the inquiry and the answer clear and brief. But tabulations like these are not always necessary. Well-judged paragraphing is also effective. Note in the following letter how the first paragraph shows courtesy; the second discusses the Excel; the third, the Duplex; the fourth, the Multiplex; and the last extends a courteous invitation.

*Answer to an Inquiry—Items Paragraphed*

We are glad to tell you of our experience with duplicating machines, about which you ask in your letter of April 20.

For several years we used the Excel machine for interoffice notices, but even for that purpose we did not find it satisfactory. Clean, clear-cut copies are hard to make, we have found. The A-B wax stencils are far better than the blue stencils, but the stenographer must be accurate to use the wax stencils to advantage.

For our shop orders we use a Duplex machine, which we find satisfactory. We can make about twenty clear copies from a Duplex carbon. By using a Duplex ribbon on the typewriter, we are able to make about fifty good copies from the original; but because we need only seven to twelve copies for shop orders, we do not set aside a typewriter for Duplex work.

In our direct-mail work we make good use of the Multiplex machine that we have installed. As we use a ribbon on the machine in preference to the ink roller, we are able to fill in the address and the salutation either with the typewriter or with the addresser. We have no difficulty in obtaining matching ribbons for both the typewriter and the addresser.

If you will call at our office before making your selection, we shall be glad to show you the equipment in operation.

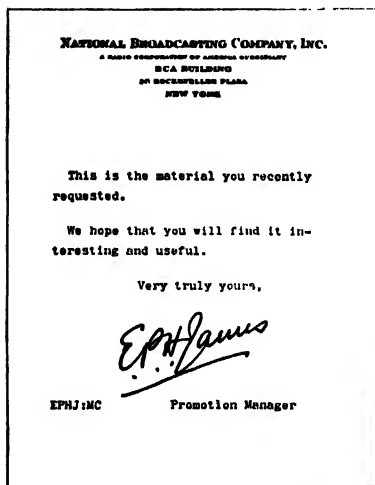
When the inquiry is for a booklet, a pamphlet, a catalog, a reprint, or the like, it is usually acknowledged in a brief note mailed either with the object asked for, or as a notification that the article is on its way. A note of this kind offers an opportunity for effective courtesy.

*Notice That Article Desired Is on the Way*

We take pleasure in sending to you under separate cover a reprint of the debate "Are We Debauched by Salesmanship?" between M. L. Croft and Ray Winfield, which appeared in the January issue of the *Forum*.

See also the example shown under (a) below.

**Expressing Thanks.** When helpful answers to inquiries, and other similar favors, are often interchanged—when, in other words, the obligations are kept about even—letters of thanks are unnecessary. But all too often an expression of thanks is omitted when a decent and reasonable sense of gratitude would call for it. The writers of the following letters show their knowledge of good manners:



**AN ACKNOWLEDGMENT OF  
AN INQUIRY**

The original slip, cut to fit a small booklet, is one quarter of the size of a sheet of standard typing paper.

definitions, and the careful treatment of familiar allusions have commended themselves to you.

(a)

Thank you for forwarding to us the copy of the advertisement that was awarded first prize at the annual convention of the National Association of Real Estate Boards. If this should be republished in the *New York Times*, copies will be forwarded to you.

(b)

Thank you for the care you have taken in answering our recent inquiry. We are surely glad to know that the divided page, the

Your suggestion that some device be adopted for supplying purchasers of the dictionary with later information in the form of supplementary pages is somewhat in accordance with what has been done with the loose-leaf encyclopedia. The dictionary problem is more difficult to solve. We have already gone so far as to supply to former customers the present department of new words (thirty-two pages in number) when this was not included in their volumes, and shall be glad to give some study to developing the idea further.

We hope that you will feel free to write us later about any other suggestions that you may have.

**Stressing Favorable Action.** In our study of first sentences we have seen that "Action First" is an effective rule in many situations, and particularly so in answers to inquiries. Every reader is interested in action. Things in action are good. People in action are better. Make the first sentence an action headline when it is appropriate to do so. An action headline is one with a verb in it.

Observe the following action openings:

(a)

Thank you for your request of June 3. We are sending you our Catalog 7E, which fully describes our stock of rods.

(b)

Immediately after your long-distance call this morning, telling us of the shortage in your Triple-X order, we sent the seven items by fast express.

(c)

We are going to find out at once why your order No. 77751, brought to our attention in your letter of July 9, has been delayed.

(d)

At our request the Western Union began this morning to investigate what caused the delay in the message you sent us, directing the sale of 9M December corn. Just as soon as it has the report, we will write you in full.

Use action openings like these to answer rush inquiries. When time is important, promptness is a form of courtesy. Action openings suggest promptness.

**Psychology of Tone in Answering Inquiries.** Maintain the positive tone in answering inquiries. The positive tone means

(1) clearness, (2) an attitude of willingness to serve, (3) courtesy. Contrast the following letters:

*The Original*  
(An Actual Letter)

Slovenly structure, weak stock phraseology, elementary errors, favorable elements hidden.

Dear Madam;—

In reply to your favor will say that we have this ring on Order, the reason it is taken longer is that we waited for the Salesman instead of ordering right away, thinking he might have one with him, however he did not, so we have it on Order and just as soon as it arrives we will send the same to you. Trusting this will be satisfactory, we are

Respectfully yours,  
MATSON IMPORTING CO.

P. S. These being Imported Rings sometimes takes a little longer.

*The Revision*

Clear structure, fresh vocabulary, favorable action *first*, tactful explanation, careful detail, courteous close.

Dear Miss Brown:

We have ordered the ring about which you inquire in your letter of October 1, and we shall forward it at once upon its arrival from abroad.

It had been our hope to fill your order at once; but as our salesman did not have the right ring on hand, we were forced to order from our foreign agent.

Our rings are imported by us directly from Czechoslovakia, where they are hand wrought by peasants noted for their fine workmanship.

Thank you again for your order. We are sure the ring will please you.

**Promptness in Handling Inquiries.** When, after spending thousands of dollars in advertising, a concern succeeds in getting inquiries from many prospective buyers, these inquiries should be handled in a way to win the largest possible amount of business and goodwill. Inquiries that may lead to valuable orders should be answered at once. Inquiries that involve the consulting of files, the tabulation of figures, or the preparation of estimates, consuming several days' time, should be acknowledged at once with a statement of progress and the probable date on which the information can be sent.

*A Simple Acknowledgment*

Your inquiry regarding a package design was referred immediately to our designing department. Preliminary sketches are now being made, and we shall send you our recommendations by the end of the week.

If the prospective buyer requests a catalog, a booklet, or sales information, do not merely send the impersonal catalog or booklet. Today leading concerns send with the catalog or booklet a carefully prepared sales letter, designed to fan the flame of interest into a decision to buy.

Promptness in answering is a form of courtesy to the inquirer. When you answer promptly, you say in effect, "By this prompt answer I want to show you that I appreciate your inquiry, value your patronage, and intend to conduct my business in a manner to win your approval. This promptness is one evidence."

**Some Actual Records of Delay.** In plain truth a startling quantity of mail is always late. Letters calling for an immediate answer fail to be singled out. Yet no matter how fine a letter may be in courtesy, action, or conciseness, it is not worth the proverbial nickel if it comes too late. To test the matter, one investigator wrote 400 businesses, asking for information on articles advertised. These were some results:

- 10 answers came back within five days.
- 65 came in on the eleventh day.
- 12 answers arrived twenty days late.
- 3 were a month late.
- 1 came two months and five days late.
- 64 of the remaining businesses never answered.

Another man wrote a letter of inquiry to 119 manufacturers and kept a record of the results. Straggling in over a period of thirty days came 97 answers. Forty of the companies misspelled the inquirer's name although it was engraved on his letterhead. Sixty of the letters were so vague and stereotyped that they had no value.

No justification for such delay has ever been discovered. Aside from actual defects in letter construction, the tardy answer is the single greatest correspondence fault. Delaying answers costs each year immense sums in goodwill alone, not to mention lost orders and the sacrifice of future sales.

**How to Change a Negative into a Positive Answer.** A letter like this arrives: "Gentlemen: As we are planning to build, please send a copy of the booklet that you mention in your advertisement in the *Saturday Evening Post*, of March 4." This situation can be treated in two ways:

(1) *The Negative Way.* The letter lies on the desk for a week or ten days. When the correspondent does answer it, he may write something like this:

*Negative: Kills Interest*

Dear Madam:

Referring to your inquiry of March 6, in which you ask for a copy of our booklet *70-Degree Temperature in Arctics or Tropics*, wish to advise that the last edition has just been exhausted, and we are unable to advise when other copies will be available inasmuch as no new edition is planned. Regretting our present inability to comply with your request, we remain,

This version kills interest and goodwill.

(2) *The Positive Way.* The answer to the letter goes out, if possible, on the same day, certainly within not more than two days from the day on which the inquiry was received. Better time than one day is observed in many well-organized departments. Remember that buyers, too, want to save time. That is the reason they respond to the advertisements. They seek information that they can study in their homes or offices, and they want it *while the fever of interest is upon them*.

Promptness is never more necessary than in the case of an interested person who has asked for information. If the answer is to be written at all, it will be most effective when the impulse that prompted the inquiry is fresh and alive. When interest has waned, when the psychological moment of lively inquiry has passed, a letter two weeks late is only a "cold potato." And so, *shortly after the inquiry is received*, the following letter is written:

*Positive: Warms Interest*

Dear Mrs. Robertson:

We are glad to send you at once, in response to your inquiry of March 6, a copy of an interesting, multigraphed summary of the superior qualities of the Arcto-Tropic insulating board.

This will give you much of the information presented in our booklet *70-Degree Temperature in Arctics or Tropics*, copies of which are just now exhausted because of an unexpectedly heavy demand. If further copies become available, we shall, of course, see that one goes to you at once.

Meanwhile you will find on pages 27 to 30 of the summary the heart of the insulation story. Note that these figures are supporting proof of our statements about Arcto-Tropic insulating board.

As more definite questions arise in your mind, will you not write us further?

Very sincerely yours,

Thus the correspondent shows courtesy through promptness and develops goodwill through his wish to serve.

Whatever the inquiry, the same principle applies. *Show a desire to serve*. Some concerns, of course, have no booklets or catalogs to send; but they get inquiries on dozens of topics each week. Answers should be written in the manner of the positive letter shown above.

## PROBLEMS

1. Criticize the following letter of inquiry on the following points: (a) punctuation, spelling, sentences; (b) handling of the 7 C's; (c) plan.

Gentlemen:

Please send me full particulars of the different widths and thicknesses of your product. I saw your exhibit at the Chicago Building Show, I spoke to your booth attendant, the lady that was there and I was told that I would receive some samples of Shingletex, now I wish you would send me some samples of it so that I could take my choice.

Now I just want to mention one thing that is, I have discovered a new method of applying shingles, I mentioned that to your above said attendant. Maybe you would like to know who I am, Well I am just an ordinary working man, have traveled through all Americas N. & S. also better part of Europe, have been in the building business since 1915 & 16, have experimented with Shingletex only find it just a bit heavy and of course I would also like to get it a little cheaper, well, I hope to hear from you soon, also would like to get samples and price list.

Yours truly,

2. Rewrite the letter in Problem 1 as you would send it.

3. Criticize the following letter replying to an inquiry. Comment on general impression, correctness, tone, and plan.

(Note: This letter is a literal transcript of the original, which was sent by a dealer in furniture. The woman to whom the letter was addressed had asked the dealer to pack and send her a table and a rocker. She had heard nothing from the dealer for many days and accordingly had sent a letter of inquiry as to the cause of the delay. The following was his answer.)

Dear Madam:

I Found Your Letter On The Table And Traced It And Found My Two Men Were Out There To Get A Table And Rocker The Partys Gave Them The Table And Would Not Give Them The Rocker The Table Was Crated And Shiped And The Rocker Is Our Whare They Went To Get It , Did You Get The Table

Yours Truly,

4. Rewrite the letter in Problem 3, taking favorable action if you can. Be courteous. Supply the heading and the address. Use close punctuation, and complete the letter in the form in which you would be willing to send it.

5. You are moving to Portland, Maine. Write to the secretary of the Association of Commerce, inquiring about business colleges or similar institutions of business training in Portland or neighboring cities.

6. As the association secretary answer the letter written for Problem 5.

7. Select an advertisement from the *Saturday Evening Post*, *Good Housekeeping*, or a similar magazine. Write a letter asking for the booklet or other offering featured.

8. (a) Write a letter of inquiry asking about the subscription terms to the *Best News Weekly*, Strong Building, Milwaukee 3, Wisconsin. (b) Write the answer of the *Best News Weekly* subscription department, enclosing a sample of the weekly magazine and making a special introductory offer of sixteen issues for one dollar.

9. Write a letter asking for a copy of the illustrated brochure "Terrace Homes," offered in the letter in the review on page 250. Address: Terrace Homes Co-operative Apartment Company, Madison Avenue, Seaville, Connecticut.

**SPECIAL PROJECT**

**School Supplies, Inc.**, is an organization incorporated under the laws of Delaware. It deals in every type of equipment—desks, tables, chairs, files, intertelephone systems, office accessories, and associated lines.

The operation of this company, by which you are employed, calls for some of the following activities:

- Designing a letterhead
- Writing inquiries regarding prices and terms
- Writing letters quoting prices and terms
- Writing letters ordering goods
- Writing acknowledgments of orders
- Writing invoice and statement letters
- Writing sales letters to be sent with copies of a catalog
- Writing sales letters announcing a special introductory sale
- Doing sales-promotion work
- Making telephone calls
- Sending telegrams, cablegrams, and radiograms
- Using oral salesmanship
- Writing a series of follow-up sales letters
- Writing letters asking for adjustments
- Writing letters granting or refusing adjustments
- Writing collection letters
- Writing descriptions of articles for the catalog

(a) Under the direction of your teacher (who is the general manager), write a letter announcing the organization of School Supplies, Inc.

(b) Your company receives a shipment of goods that is short two 4-drawer metal file cabinets, Catalog No. 62. Write a letter with the material arranged in the following order: first, inquire regarding the items missing from the order, making an exact statement of what items are missing; next, explain the circumstances that cause your inquiry; then, close with a courteous request for a prompt shipment.

(Note: During the coming weeks you may write several letters dealing with the affairs of School Supplies, Inc. When you have completed a letter and when it has been approved by your teacher [who is general manager], file it in a special folder or portfolio reserved for the correspondence of the company. Follow the same procedure in completing each future assignment involving School Supplies, Inc.)

## SECTION 3

### ANNOUNCEMENTS, BUSINESS INVITATIONS, AND APPOINTMENTS

**Announcements.** Certain situations require letters of announcement, notification, or information. Often these functions are combined in one letter. A new business opens. An office is moved to a new location. A committee meets. A store expands into a new building. One firm absorbs another. A new president is elected.

#### *Letter of Announcement*

As announced in the newspapers a few days ago, we have sold our business and goodwill to Carson, Pirie, Scott and Company, of Chicago, who will in the near future conduct their increased business from our Market Street building, where you may expect to find many of your old Farwell Company friends.

We believe that to most of you, some of whom have been customers for more than fifty years, the "goodwill" means more than can be expressed in a general letter of this kind. Of the thousands of our patrons, we find that 1,266 firms have been doing business with us for more than twenty-five years.

Whether you may be old or new business friends, we ask that you give to Carson, Pirie, Scott and Company the full measure of goodwill which you have always shown to us.

It is with deep regret that we are to close these years of pleasant relations. And it is also with many thanks for all that you have done for us, as well as for the cordial expression of interest which you have shown in our company, its officers, directors, department heads, salesmen, and other employees.

More formal announcements may be printed or embossed in a handsome type face on heavy paper. But the copy usually retains the style of the business letter.

The newly elected president of Butler Brothers, the mail-order firm, sends the following announcement-greeting to his vast staff.

#### *Informal Announcement and Greeting*

For the first time I greet you as president of Butler Brothers. I hope before very long I will have shaken the hand of every member of our organization from New York to San Francisco, from Minneapolis to Dallas.

You and I have a great deal in common. We have a rich heritage to live up to and a great future to strive toward. Let's do it together.

I am proud to be your president—humble in the honor, grateful for the trust, appreciative of the challenge, and confident that with your help Butler Brothers, as you and I, will continue to progress.

As your president, I pledge to you 100 per cent of my time at all times. Your ideas, your suggestions, and your co-operation are needed. We can go just as far with Butler Brothers as we will. Let's go forward, together!

**Business Invitations.** Business invitations, like announcements, may be formal or informal. An example of a formal invitation is reproduced below.

YOU ARE CORDIALLY INVITED TO ATTEND THE INITIAL SHOW-  
ING OF THE NEW IMPERIAL AIRFLOWS . . . . THESE ARE  
CARS OF SUCH EXCEPTIONAL CHARACTER AND DISTINCTION  
THAT THEY ARE CERTAIN TO BE THE TALK OF ALL MOTOR-  
DOM. NOW ON DISPLAY IN ALL AIRFLOW SHOWROOMS.  
AIRFLOW MOTOR CAR COMPANY . . DETROIT, MICHIGAN

#### A FORMAL BUSINESS INVITATION

#### *Informal Business Invitation*

September 20, 21, and 22 are the red-letter days for the business executive who wants to do more business.

On those three days there will be held in Cleveland, Ohio, the Central Convention and Exposition of the Direct Mail Advertising Association and its two affiliated bodies, the Better Letters Association and the Association of House Organ Editors.

The purpose of this great three-day institute is to create a greater understanding in the minds of the businessman and business woman as to how to use and apply direct-mail advertising and selling to their own business, to study the solution of distribution

problems, and to make it possible for you to exchange experiences with others faced with your problems.

This letter is your invitation to come. Read the inside and back pages, which give more complete information, and you will see that you must be there.

**Appointments.** The letter of appointment differs from an announcement chiefly in that it goes to one person.

#### *Letter of Appointment*

I should like to appoint you a member of the Executive Committee, to succeed Mr. F. G. Davis, whose term has expired. I hope it will be convenient for you to accept.

As a courtesy the appointee should acknowledge the notification of his appointment and promptly accept or decline.

### PROBLEMS

1. The annual banquet of the Advertising Club, of which you are the secretary-treasurer, will take place in about three weeks. Write a letter of announcement and invitation to be sent to each member. Give the place, the date, and the time. The program will be informal and interesting. Mention some of its details and give the cost of the banquet ticket.

Suggested facts that may be used are: character of the program: one entertaining talk, several orchestral selections, one novelty feature, and an address on "Efficiency as an Aid to Business," by a prominent businessman of your community; price of the banquet: \$2.25. You must know in advance how many are coming.

2. Collect three formal or informal announcements by businesses or individuals in your city. Mount these on sheets of typewriting paper, unless they are in letter form.

3. Drs. C. W. and L. F. Windsor, dentists, have moved their joint offices from the Lanchester Building into the First National Bank Building. Write the announcement they expect to send their patients and friends.

4. As president of the Commerce Club write a letter appointing R. J. Hulbert, a young business acquaintance, to the executive committee. The chief function of the committee is to direct the affairs of the club.

5. J. L. Bronson is one of your nominees for the executive committee. He finds himself unable to serve, however, because, as a consulting engineer, he has accepted a commission that will take him out of the city for three months at a time. Write his letter declining your appointment.

## REVIEW

Write, on a separate sheet of paper, the word or words correctly completing the following sentences.

- (1) The professor who (*learned, taught*) the boy said that the boy (*learned, taught*) quickly.
- (2) We can use (*that, those*) kind of wrapping paper in the shipping room.
- (3) She looks (*as, like*) a serious student.
- (4) The man handed the tickets to Jerry and (*I, me*).
- (5) The shipment of May 10 weighed (*10, ten*) pounds; the shipment of June 1, (*20, twenty*) pounds.
- (6) Brown, Young & Co. (*are, is*) a prosperous, progressive firm that (*have, has*) been in business for a long time.
- (7) Judging from your letter of September (*10, tenth*), I have decided that our prospects are not (*as, so*) good as we anticipated.
- (8) The entire office staff went to the affair except (*he and I, him and me*).
- (9) The office staff (*are, is*) invited to hear the personnel manager speak.
- (10) The president and manager (*are, is*) the head of the committee.
- (11) (*Who, Whom*) does he expect to see at the game?
- (12) The boy looks (*as, like*) his mother, but he acts (*as, like*) his father does.
- (13) The boy, as well as the girl, (*was, were*) given high grades.
- (14) The (*first six, six first*) entries in the contest received prizes.
- (15) (*35, Thirty-five*) boys were honor students; (*16, sixteen*) girls held offices.
- (16) The material felt (*soft, softly*) to the touch; however, it was guaranteed to wear exceedingly (*good, well*).
- (17) I (*will, shall*) go, (*provided, providing*) I feel well enough.
- (18) Both the teacher and the student, who (*was, were*) together at the meeting, found the talk (*entertaining, entertainingly*).
- (19) On the table (*was, were*) several books belonging to the boy (*who, whom*) you saw in the corridor.
- (20) Either the father or the son (*is, are*) to be present.

## SECTION 4

### ORDERS, REMITTANCES, AND ACKNOWLEDGMENTS

**Order Letters.** An order letter is one that requests the shipment of goods or the giving of service, either in exchange for an agreed payment or under some special arrangement. The chief requirement of an order letter is clear arrangement and accuracy of specifications and details. Delay, financial loss, or perhaps legal entanglement may result from a misinterpreted order. Every detail in an order letter should be checked before the letter is sent.

**Essentials of an Order.** The order should specify the following facts. Each item should be placed on a separate line. All items should be tabulated to show the total value.

1. *Quantity:* Give the number of feet, yards, dozens, ounces, pounds, tons, gross, reams, or the like. For example: "4 copies De Luxe Edition, Anthology."
2. *Catalog Number:* The catalog number is the short cut to the exact identification of the article. When no number is available, every possible item of identification, such as size, color, material, weight, finish, quality, or style, should be supplied.
3. *Price of Each Article:* Supply the price of each article in any case in which doubt may arise.
4. *Method of Shipment:* Unless there is a fixed agreement between the buyer and the seller on shipping methods and routes, specify whether the shipment is to go by freight, express, or parcel post, and if necessary indicate the route. Unless such specifications are fixed by the buyer, the seller may choose his own method of shipment and route without liability.
5. *Destination of Shipment:* This information is necessary if the goods are to be sent to an address different from that of the one placing the order.
6. *Desired Date of Shipment:* This information indicates whether the goods are to be held for later delivery or must be delivered by a certain date. Need for haste should be given special note.
7. *Order Number:* Concerns doing a large volume of business number all orders as a method of control.
8. *Method of Payment:* This information is necessary if the method is not understood and agreed upon, or if the buyer is not a regular customer with credit terms.

**Use of Order Blanks.** Order blanks should be used if available. Printed forms save time and typewriting. The blank spaces of the printed form are automatic guides that indicate the required information. A purchase order form is illustrated on this page. Such a form may be shaped to suit the needs of any business.

PURCHASE ORDER		No. <u>78</u>
<b>DARNELL &amp; JOHNS</b> <i>Wholesale Laboratory Supplies</i> 12 CENTER STREET      SAN FRANCISCO		
To <u>Laboratory Mfrs., Inc.</u> <u>111 West Fourth Avenue</u> Deliver <u>Sept. 12, 19</u>		Date <u>September 10, 19</u> Ship Via <u>Deliver</u> F O R. Terms <u>2/10, n/30</u>
QUANTITY	DESCRIPTION	PRICE
100	Packages Filter Paper	15.00
3	Magnetic Needles	1.85
1	Compass	1.00
15	Bar Magnets	3.00
5	Glass Funnels	1.10
DARNELL & JOHNS <i>C. J. Crane</i> <small>(Made in U. S. A.)</small>		

**A PURCHASE ORDER FORM**

**Remittance Letters.** Remittance letters should indicate the amount of the remittance and the form in which it is sent. The debtor may also specify how the money is to be applied. This information is important in case he has more than one account, owes a note, or is delinquent on an overdue remittance. Unless the debtor specifies to what item the money is to be applied, the creditor may apply it as he sees fit. Remittances, except checks, should be acknowledged. Canceled checks are their own receipts. Remittance letters should indicate the enclosures by the note *Encl.* or *Encls. 2* at the proper point.

**Acknowledgment Letters.** An order letter should, if possible, be acknowledged on the day it is received. In the han-

ding of (1) orders from new customers, (2) large orders from regular customers, and (3) defective orders, personally dictated replies are necessary. Other orders that can be filled in full and without delay are acknowledged on a printed form with spaces for filling in information.

(1) When an order from a new customer is received, a personal letter is sent on the same day. It should carry the qualities of warm appreciation and definiteness. Observe the following plan:

- (a) Thank the customer and welcome him.
- (b) Restate the order.
- (c) Make clear exactly how the order is being handled and shipped.
- (d) Express your cordial interest in serving him.

*A New Customer Is Welcomed*

We appreciate the order for our monthly cut and copy service, which you gave to our representative, Mr. Wells, on October 11. It is a pleasure to have you on our list of customer friends.

The contract signed by you provides that the service is to be supplied for a period of one year, but you are to have the privilege of cancellation after two or three months if you are then convinced that the service will not prove profitable to you.

Plates of the November release of the service are being shipped to you by express today. With them we are sending a special outfit of metal bases to be used in mounting the cuts.

We want to make our service prove of the greatest value to you in building up the reader-interest of your paper to higher levels. We have a very cordial interest in your success.

(2) In accepting large orders from old customers, follow the same outline, expanding (d) to include vigorous sales material to center the customer's attention on the selling points of the goods. The fact that the customer has sent a large order indicates that you have favorable ground in which to stimulate enthusiasm and to show a lively interest in his side of the transaction—the profits he will make.

*Acknowledgment of a Large Order from an Old Customer*

We were pleased to learn yesterday from our representative, Mr. Young, that you are placing an exclusive contract with us for

the current year, covering your entire requirements of kegs, barrels, and kits. He has asked us to forward to you for your signature two copies of this contract, one to be retained for your files and the other to be returned for ours.

You can rely upon us to give your orders, as they come in from time to time, our most prompt and careful attention. We shall observe your usual stipulations as to methods of shipment and routes until you give further notice.

Perhaps the fact that you have awarded us the contract for your entire year's requirements is evidence enough that you have had ample proof of the ruggedness and durability of our products. Under the most bruising conditions of service during long periods, Ironclad kegs and barrels with the corrugated steel-lock bindings stand the gaff.

For two reasons we hope that your consumption of barrels and kegs will be larger than ever this year. A larger consumption will indicate good business and profits for you, and it will give us more chance than ever to prove the economy of using Ironclad products.

We are glad indeed to be taking care of you again for this year as we have for so many years past.

(3) In handling defective orders, lacking in necessary data, never make the customer feel at fault. Ask tactfully for the additional information needed. Point out that the added information will prevent delay and assure accuracy in filling the order. Follow this plan:

- (a) Thank the customer.
- (b) Ask tactfully for additional information. Never suggest that the customer is at fault.
- (c) Show that your request is made in order to serve the customer well.

#### *Handling a Defective Order*

##### *The Negative Way*

We have received your order for six Bulldog Grip pipe wrenches but can do nothing until we get more information.

You failed to state what size or sizes you want us to send these wrenches in. Naturally we can't guess at this, and we will have to hold your order up until you give us the necessary sizes. Trusting you will correct this error, we remain

##### *The Positive Way*

Thank you for your order of November 23.

The sizes in which you want these six Bulldog Grip pipe wrenches were not mentioned. As you know, we stock 8-inch, 10-inch, 12-inch, and 14-inch in the regular heads.

If you will indicate the exact sizes you want, we will see that your order goes out at once.

**Part-Shipment, Out-of-Stock, and Deferred-Shipment Acknowledgments.** At times in every business only a part of an order can be shipped at once because of an unexpected demand that has exhausted the particular item called for. Sometimes deferred shipment is necessary when new stock is in production but has not yet been finished for shipping. Such situations should be handled with suitable acknowledgments. The man who handles such letters should have a cheerful outlook and a positive attitude toward the whole situation. All too often letters concerning exhausted stock mention only delay, inconvenience, disappointment—exactly the matters which should *not* be emphasized. In their place should appear:

1. Appreciation for the order.
2. Businesslike speed in filling it at the earliest possible moment.
3. A cordial request to the customer for co-operation in overcoming the present difficulty.

Note the contrast in the opening sentences of the out-of-stock letter, written by the Chicago mail-order house, at the top of page 260. Observe the positive tone in the following examples:

*Effective Deferred-Shipment Letters*

(a)

You may be sure that we are pleased to receive your instructions to forward the two black styles No. 851 and No. 805 listed on your spring order No. 1084, which was given to our representative, Mr. Kiley, for March 1 delivery.

Because of a truly unexpected call on these styles—and we believe their popularity will continue to grow throughout the season—we have had to make a new run, which is now in process and which will make it possible for us to get your order to you not later than March 5.

We are confident that you will be well pleased when you receive these two outstanding Famous Five styles. You ought to enjoy an exceptionally good turnover on them.

Thanks for this order.

(b)

Thank you for your confirmation of order No. 261, given to our representative, Mr. Sand.

Style No. 808 could not be placed in process as soon as anticipated, and we do not as yet have a run of B widths to use in your

order. Complete shipment can be made about February 20. We believe you would prefer to have us hold your order on file until that time.

If, however, you wish us to send ahead by express the eighteen pairs of style No. 232, and the five pairs of style No. 801 in D width, please let us have your instructions.

You have our warm wishes for a profit-making spring.

**Refusing Orders.** Established merchandising policies, exclusive agencies, and restricted territories sometimes make it necessary to refuse orders that come to the wrong office. National advertisers selling exclusively through local dealers, for example, usually decline orders that come to the factory. The correspondent who handles this type of letter must develop and maintain a positive, willing-to-serve, assuring attitude, which tactfully handles the customer in such a way as to induce him to finish the transaction through the proper channel. Such a letter requires:

1. A statement of appreciation for the order.
2. Complete information.
3. Definite directions as to what the customer should do next.
4. A closing sentence courteously suggesting the proper action.

Note the following letters. The first shows how an order is refused in the wrong way; the second, how the business is tactfully saved by rerouting it through the local dealer.

#### *The Negative Refusal*

##### *Discourteous: Emphasizes the Customer's Ignorance*

We are very sorry that we are unable to take care of your request of March 17. Perhaps you did not know that all merchandise advertised by us in Chicago newspapers is intended for the residents of Cook County only. Outside of this territory we sell only through home-furnishing dealers.

Lawson and Fields of your town have a copy of our latest catalog and can show you what we offer. Perhaps you can find a satisfactory model by consulting them, and we can then take your order through them in due course.

*The Positive Revision Tactfully Saves the Business*

We appreciate your inquiry of March 17 and shall be glad to aid you in getting what you want.

Lawson and Fields, of Lincoln City, have a copy of our spring catalog and are prepared to take orders for any beds illustrated. We are writing them to call upon you with the catalog so that you can look over the attractive models.

We provide for our customers outside of Cook County by selling to them through home-furnishing dealers. Residents of Cook County are generally made acquainted with our goods through advertisements in Chicago newspapers. As many people beyond the limits of the county do not read Chicago newspapers, we depend upon home-furnishing dealers for service to customers outside this territory.

We are sure you will be able to find in this catalog just the kind of bed you wish. From the information in your letter we believe you would especially like the graceful Criterion model, illustrated in color on pages 27, 28, and 29.

May we have the pleasure of filling your order through Lawson and Fields?

**The Tactful Handling of Orders by Letter Is Part of the Lifeblood of Business.** The discussion of orders, remittances, and acknowledgments carries some value for everyone. Almost every person has to order something in writing at some time. He also needs some knowledge of handling remittances. Tactful acknowledgments, which play an important part in building goodwill, are part of the lifeblood of business. Hence, even though these types of letters are relatively simple, they deserve attention.

## PROBLEMS

1. Order from Charles Young's Sons, 16 Lexington Avenue, New York 4, a copy of *The Autobiography of Roosevelt*, bound in two volumes with a gold-stamped cover, and printed in a limited edition at \$5, postage prepaid.

2. You are on an extended automobile trip and are approaching a mountainous region where field glasses are needed. Order from your jewelers, the Finley Optical Company, Springfield, Illinois, a pair of Zenith eight-power binoculars with individual eye adjustments. You know the price to be \$95 because you made inquiries from the Finley Optical

Company before you left. Describe the binoculars with care, using other details you learn for yourself. Give shipping directions.

3. (a) Write a letter subscribing to the *Commerce Week*, published by the Grant Publishing Company, 10 Broadway, New York 12. (b) Write a letter to be sent one year later, renewing the subscription. (You have mislaid the renewal card.)

4. Study the letters on pages 320 to 322. Note how they follow the plan of acknowledgments outlined on page 318. Be able to discuss each.

5. Criticize the plan, accuracy, and expression of the following letter of acknowledgment. Then rewrite it.

Dear Sir:

Your letter of sept 29 on hand we have gone over your agreement and will comply with it , we beleive the contract is O.K.

You will find inclosed literature covering our oil burner, the winslow boiler & engr co deliberately set out to build the best oil burner , as to simlicity & efficiency.

Trusting this will meet with your aproval , will close all prospectsforwarded by you if possible.

Send in your prospective names at onc so as we can close them, will expect a letter by return mail.

Yours truly,

6. A customer has ordered from your company, the Randolph Electric Manufacturing Co., 9779 Palmer Avenue, Cleveland 11, Ohio, an electric clock in the Copley model, No. 207, 10 inches high, radiolite face, with mechanism for striking the quarter hours. You have had an avalanche of orders for this popular model, and the factory is three weeks behind on replacement stock. Write the proper letter of acknowledgment.

7. Assume that you sell the Monroe model of clock only through jewelry stores to which your manufacturing company has given exclusive agencies. Write the proper acknowledgment of an order for the Monroe model.

8. The Copley model (Problem 6) has now been discontinued, but a new model with electric illumination and musical chimes has been substituted. Write the proper acknowledgment of an order for the discontinued model.

9. Assume that you, as one of the correspondents of Charles Young's Sons, have received the order for *The Autobiography of Roosevelt*, mentioned in Problem 1, page 322. Acknowledge the order you have received. In your letter of acknowledgment tactfully suggest that the person who ordered the book may have friends who also would desire a copy. Try to sell one or more copies through this letter of acknowledgment.

10. You are a responsible officer of School Supplies, Inc. Review the description of this company given on page 311. Under the direction of your teacher (the general manager) write one or more of the following:

- (1) Letter of inquiry
- (2) Answer to an inquiry, giving information needed
- (3) Letter of thanks for an answer to an inquiry
- (4) Reply to a request for your catalog
- (5) Order for materials (wood, metal fittings, machine equipment, paper) for the manufacturing end of the business
- (6) Letter of remittance for an order
- (7) Letter of acknowledgment of—
  - (a) An order from a new customer
  - (b) A very large order from a former customer
  - (c) A defective order
  - (d) An order, only part of which can be sent
  - (e) An order that cannot be filled (Suggest an alternative method of filling the order.)

When you have completed the letters and they have been approved by the teacher, file them in your folder devoted to the correspondence of School Supplies, Inc.

## SECTION 5

### ASKING, GRANTING, AND DECLINING FAVORS

Certain types of business messages involve sensitive personal feelings. Suppose, for example, that you now have a good position. You ask to be granted a certain privilege that, although out of the ordinary routine, has been granted to others from time to time. If your request were to be given sympathetic consideration by your chief, and if it brought from him not only full approval of your request, but also a "pat on the back" for doing good work, the result would bring to your personal feelings a glow of pleasure. If, however, your request were to be brusquely refused in a curt written note, that message would certainly involve your sensitive personal feelings in quite another way.

Sensitive feelings may just as well be pleasantly stirred, as when, for instance, in recognition of some special success you have achieved, written notes of congratulation begin to flow in upon you. In brief, even the simple types of writing may stir personal emotions one way or another; and where these are likely to be stirred, you must step warily.

**Asking Favors.** To ask others for favors or for certain kinds of co-operation is often necessary in business. Regardless of whether the result is great or small in importance, each request should be written as persuasively as possible in order that it may receive a favorable hearing.

What would you do in this case? The manager of the Nicollet Department Stores notices that his firm is suffering an increasing loss caused by customers' returning goods taken out on approval. The loss is due to the fact that goods taken out on approval are kept for several days before being returned. Only through agreement of all the stores in the city to restrict the privilege of returning goods to forty-eight hours, can the evil be reduced. Such an agreement requires co-operation. The following letter to the managers of other important businesses in the city makes the request:

*Requesting Special Co-operation**Tactful  
Opening**Specific  
Invitation**Supporting  
Material  
Urging  
Co-operation**Restatement  
of Exact Time  
and Place;  
Request  
Repeated*

Because of your long experience in department-store management and because of your keen interest in all questions pertaining to the management of department stores in general, will you not attend a meeting to be held at the Duquesne Club at noon on Tuesday, July 6, for the purpose of discussing the question of limiting the privilege of returning department-store goods to forty-eight hours?

It is hoped that this meeting will be attended by the managers of all the department stores of our city and by others interested in this question, which is of paramount importance not only to the merchants but also to our patrons—a question deserving our most careful consideration.

All who have discussed the matter with me believe that only at such a meeting as that which has been arranged can the question be weighed frankly and a possible solution be reached.

Your presence and your wise counsel will do much to make this meeting a great success. The place is the Duquesne Club, and the time is 12:00 o'clock, Tuesday, July 6. Will you let me have a line indicating whether you can be present?

**Negative Suggestion Is Dangerous.** Suggesting that the action your reader may take is liable to be unfavorable, or that your suggestion is unlikely to be a success, or that someone will try to block the scheme, or that you know the reader is busy, is negative through and through and will defeat the proposal before it is well under way. Here is a typically negative appeal:

*Negative, Unsuccessful*

I know that you are extremely busy, and I further realize that you are bothered a great deal by people who are trying to sell you flour. I know also that you have some mill connections which have undoubtedly proved satisfactory to you. But I want to explain that the only reason I am endeavoring to sell you flour is that I am satisfied you can buy my brand to your advantage.

Choose an appeal that makes the proposal interesting and important to the reader. Put yourself in his place. Negative suggestion creeps in insidiously. Guard against it.

Study the following example of positive approach:

*Positive, Successful*

<i>Subject</i>	{	As a part of my work in the Connecticut School of Business, I am asked to report on the quality of business letters sent and received in the state of Connecticut.
<i>Request</i>	{	Do you have any letters or carbon copies of letters of the following nature, for which you have no further use? If you wish to retain them in your files, may I make copies of them? An inquiry or an answer to an inquiry. A letter asking a favor or granting or refusing one. An acknowledgment. An application; a report.
<i>Explanation</i>	{	The letters may be good, bad, or indifferent. If it should be desirable not to reveal the name of either the sender or the recipient, I shall make copies without this information.
<i>Courteous Close</i>	}	I shall appreciate your help.

**Granting Favors.** One would certainly expect it to be easy to grant favors. Surprisingly enough, many letters of this kind are ruined by a grudging consent. A request should be granted cheerfully or not at all. To give grudging consent is to destroy the spirit of willingness and the value of the act. Co-operation is a matter of favors cheerfully given in the expectation of future favors cheerfully returned.

*A Formal Printed Acknowledgment Granting a Favor  
in a Pleasing Tone*

WE HAVE PLACED YOUR NAME ON OUR MAILING LIST FOR THE MATERIAL REQUESTED. YOU ARE WELCOME TO ANY ADDITIONAL MATTER ON THE SUBJECT OR ON ANY OF THE SERVICES OF THIS BANK.

**The Cleveland Trust Company**  
**ELIZABETH GRUSS**

On page 328 is an excellent letter granting a favor. This letter, with ungrudging and sincere cordiality, begets the full

THE  
**NEW YORKER**  
Nº 25 WEST 45<sup>TH</sup> STREET  
NEW YORK CITY



January 19  
1 9

Professor R. R. Aurner  
The University of  
Wisconsin  
School of Commerce  
Madison, Wisconsin

Dear Sir:

We are glad indeed to be able to comply with your request in your letter of January 10, wherein you ask for a copy of "Something Different." Six months from now this book will be entirely out of print--as a matter of fact, we have a meager supply of a half-dozen copies in stock.

I can think of no worthier mission for this book than to have it assist you in your advertising class. It is, therefore, with great pleasure that we send a copy to you under separate cover.

Very truly yours,

*Raymond B. Bowen*  
Advertising Manager

RBBowen:R

**A LETTER GRANTING A REQUEST FOR A FAVOR**

Note (1) the distinctive letterhead, (2) the attractive layout, (3) the excellent tone of ungrudging courtesy and cordiality, (4) the intelligent arrangement, (5) the effective opening and closing sentences.

measure of goodwill it so highly deserves. Note, too, the courteous tone and the desire to assist, evident in the following letter from a large clothing manufacturer:

*Courteously Granting a Favor*

*Pleasing  
Action  
First*

{ We are pleased to send you a complete portfolio of all our fall advertising, including our salesmen's helps, store material, and other services.

*Expression  
of Interest*

{ It gives us a great deal of pleasure to be called on by students to assist them in their work. The advertising and merchandising fields are in need of trained men. The improvements in the methods used in these industries rest very largely with young men who are now training themselves for this work. We are much interested in the work that the western schools are doing for the merchants. We read their bulletins carefully each month.

*Comment  
on Material*

{ The portfolio now on its way to you is entirely self-explanatory, and we therefore need not go into any discussion of the material here.

*Courteous  
Close*

{ Call on us when we can help you further.

**Refusing Favors.** When you must refuse a request for a particular favor or for special co-operation—and such a refusal is not infrequent—take the positive tone if possible. Mention first what you *can* do, if anything, rather than what you cannot do. Follow this opening with a frank statement of what cannot be granted, giving the reason if you believe it should be given. Impersonal reasons for refusal (fixed company policies, regulations laid down by the board of directors, or the like) are effective in disarming the reader's possible irritation. Under no circumstances should you give a curt refusal. Courtesy in tone and tact in choice of words are of highest importance.

**Refusing with Courtesy and Tact.** The man who can refuse a request and leave the reader in almost as pleased a frame of mind as if he had granted it is as rare as the finding of the proverbial needle in the haystack. The following letters are skillful in developing the positive tone and the helpful atti-

tude. Each, however, refuses the request. Study the plan, the choice of words, and the use of the co-operative tone. Notice that each letter stresses courtesy.

*Refusing with Courtesy and Tact*

*(a) A Busy Citizen Declines a Committee Appointment*

*Pleasing  
Tone; Gives  
Reason for  
Declining*

I wish that it were possible to accept your kind invitation of October 5 to serve upon the Adjustment Bureau Committee. So many responsibilities rest upon me just now, however, that it would be inadvisable for me to add to them.

*Expression  
of Interest  
and Support*

The effort you are putting forth to stimulate an interest and a spirit of loyalty in our local market is most gratifying. It is a fine project and one that I know will be of decided advantage to the business interests of this city.

*Courteous  
Close*

Accept my best wishes for your continued success.

*(b) A Personnel Manager Declines to Raise a Salary*

*Positive  
Opening;  
Careful  
Explanation*

We feel that the substantial increase in your salary, made seven months ago on December 1, after a year of service with our company, is still too recent to allow the additional increase requested in your letter of June 27. It is the policy of our company to start all our employees on an average salary with the understanding that increases will be considered on a yearly basis.

*Encouraging  
Tone; Posi-  
tive Close*

Do not feel that your work is unappreciated. We carefully note the output of our employees. Mr. Grady, your department head, reports that your attitude is praiseworthy and your work promising. Keep up this standard, and the advances will come.

**Lay Emphasis on What CAN Be Done.** Almost every situation, however dark it may seem at a glance, has some feature, faint perhaps, that may carry favorable emphasis. Look for that feature and give it prominence.

A correspondent of a banking house makes a request, but what he asks is neither feasible nor desirable from the viewpoint of the bank. The bank can, however, suggest something that will fairly meet the correspondent's original wishes. An executive of that bank writes: "I have had clerks who would

answer such a letter by saying bluntly that the thing asked for could not be done, and by following the refusal with a statement of what we were willing to do. . . . If the answer had stated first what could be done, and the least emphasis possible had been laid on the refusal to do exactly what was asked for, the whole tone and effect of the letter would have been different. The letter would have indicated a desire to meet the wishes of the correspondent. If it had been worded rightly, it would, quite likely, have presented a solution entirely satisfactory; and the refusal to do exactly what had been asked would have been lost sight of in the earlier gratification of learning that something would be done that would meet the wishes of the correspondent."

*Emphasizing What CAN Be Done*

*What CAN  
Be Done;  
Favorable  
Action First*

We are glad to be able to send you a sample copy of *Effective Management*, which we hope will be of service to you in planning your campaign. We have found the book of exceptional value in all our work. The success of our recent campaign was due to this practical volume.

*The Refusal*

Unfortunately, in our type of business, requests for examining our management methods are so numerous and the expense involved in keeping the material open for inspection is so great, that it has been necessary to decline all such requests.

*Courteous  
Close*

We appreciate, however, your interest in our campaign and are glad that you liked it enough to inquire.

**A Discourteous and Untactful Refusal.** A professor in a certain university accepted the leadership of a part of the Community Union drive for collecting money for charity. Others on the university staff normally co-operated in bringing the program to a successful conclusion. To one of these was sent the following request, which drew the following discourteous reply:

*Courteous Request*

Accompanying this letter are several cards of the Community Union. Can you arrange to take

*Discourteous Refusal*

I found on my desk this morning a bunch of Community Union literature with a letter from you

care of them or delegate someone in your department to do so?

I shall be glad to call someone personally to help you if you wish. The cards are so few in number that I am taking this informal means of reaching your department with them.

You may be sure I shall appreciate your help.

asking me if I would take care of the matter for the department. I have never done any soliciting, and I do not intend to begin now. Consequently, I shall refuse to help you in this matter. I do not want to start a thing of this kind, for it would result in a volume of such work being shifted to me. H. K. Lane has taken care of this matter in the past. I suggest that you ask him to act in this case.

Note in the refusal the curt and tactless expressions: "a bunch," "I do not intend to begin now," "I shall refuse to help you," "I do not want to start a thing of this kind." These are unwise and shortsighted in their irritability and ruinous, of course, to goodwill. Imagine the dilemma in which this man will find himself when the situation is reversed and he wants some help from the man to whom he so untactfully refused it!

**Winning or Losing Friends and Sales.** Inquiries and requests that are tactfully handled, no matter whether they are granted or refused, often lead to profitable business. Study the following instructive contrast on how an order for fifty books was lost and how it might have been won:

*How the Letter Was Written*

You write us asking for a copy of *The Egotist*, which you state is wanted as a desk copy. Would state that if we were to furnish copies free of charge for all requests that we have, we would be pretty busy, as such requests come in every day.

We supply desk copy if asked for if an order is received for the book; that is, if a quantity of books are ordered, we willingly furnish the teacher with

*This Letter Would Have  
Been Better*

We shall be glad to send you a desk copy of *The Egotist* free of charge if you will accompany your request with an order for ten or more copies.

*The Egotist* is attracting much attention and interest today, and we have hundreds of requests every month for desk copies. We have for this reason found it necessary to limit our free copies to instructors using the book as a text in the classroom. It is our

desk copy, but we do not think we should be called upon to furnish said copy unless accompanied by an order.

We have to pay a royalty on every copy sent out, whether for desk use or actual sale. Trusting you can see your way clear to order stock, when desk copy will be furnished.

custom to furnish the desk copy free of charge with every order for ten or more copies.

As soon as we receive your order, a desk copy will be sent to you promptly.

After he read the original, the man who requested the desk copy declared: "That discourteous letter has lost the company a sale of just fifty books. I was going to use their edition anyhow, without seeing the desk copy, but now I wouldn't use their book, no matter how good it may be!" Through blundering ignorance of human nature, lack of tact, and failure to see through the eyes of the other man, the sale of fifty books—a sale almost completed—was lost.

In the failing letter the writer indulged in the expensive pastime of "dressing down" his reader and of telling him testily why he was wrong. In the revision at the right (1) favorable action was suggested in the opening paragraph; (2) a tactful explanation of policy was contained in the second paragraph, with a note on the fast-selling success of the book; and (3) an invitation to act was repeated at the close.

## PROBLEMS

For each problem requiring (1) an outline and (2) a well-developed letter, you are to hand in all working papers clipped together, with the final draft of the letter on top.

1. You are one of the only two druggists in a small town in the northern part of your state. You write the other druggist, inviting him to discuss with you a plan by which you can arrange, to your mutual satisfaction, to stay open on alternate Sundays. By this plan each of you will receive the same total volume of business as now, taking the year as a whole. The object of the arrangement is to make it possible for each of you to enjoy every other Sunday as a holiday without sacrificing business to your competitor.

- (a) Plan the letter, making a careful outline of content.
- (b) Write this letter according to your plan.

2. As a responsible officer of School Supplies, Inc., write, under the direction of your general manager, one or more of the following letters:

(a) A letter asking an officer on the staff of another office equipment company to send you copies of some of his best sales letters of two or three years ago.

(b) A letter asking co-operation from the executive committee of the Chamber of Commerce of your city, in joining their influence to that of your company in providing more dependable motor-truck transportation between your city and surrounding business centers.

(c) A letter granting an incoming request for your usual company contribution to the Christmas Charity Fund. Your company will contribute \$100 this year.

3. You are the office manager in your firm. A concern that does a large amount of business with you asks for advice on office furniture, and especially on typewriter desks. It asks further whether you can, as a special favor, supply it with a detailed schedule of depreciation showing how much of the value of office equipment should be written off each year as an expense due to wear and tear. To supply the schedule will require several hours of work by one of your typists, besides a half-day's work by one of the junior clerks. The concern wishes this schedule as soon as possible.

(a) Plan and outline a letter granting this request. Make it evident that the request is a sizable one, which you are glad to carry out for this customer but which will require considerable time. Set a date several days ahead for the completion of the work.

(b) Write this letter according to your plan.

4. (a) Outline a plan for a letter to take the place of the discourteous answer to a request in behalf of the Community Union drive (page 331). In your letter refuse the request, as did the original writer, but plan your letter so that your refusal will be tactful and courteous in tone and expression.

(b) Write the letter.

## SECTION 6

### LETTERS OF APPRECIATION, CONGRATULATION, AND PRAISE

**Showing Appreciation.** A part of good manners is to show appreciation for service given. On the whole, appreciation for service well done, like recognition of an achievement well won, is rare. Yet to fail to pass along the good word for good work is both bad manners and poor business policy. An executive tells of a grizzled old salesman, a man who would never be suspected of caring a snap of his fingers for compliments, but who nevertheless grieved quietly and deeply over the fact that repeated good work called forth "no word of praise from his boss."

**Use Good Taste.** No matter how illustrious, no matter how humble he may be, every man likes to know when he has done well. Of course, he wants the recognition to be genuine. He will detect the difference between true sincerity and oily superficiality. Warmth and friendship should be expressed; but, to preserve the genuineness of their meaning, they should be expressed with restraint. Little mention should be permitted of goods and profits because matters of this kind are inappropriate.

Some persons should never attempt to write a note of appreciation because they are unable to put themselves into a generous frame of mind. The humiliating truth is that too many individuals find their chief pleasure in discovering weaknesses in others. Acutely aware, perhaps, of the many faults of which they themselves are guilty, they unconsciously defend themselves by searching hopefully for even more numerous faults in their associates. Something that can be criticized wins lively attention; something worthy of praise earns only jealous silence. The mails are full of letters peppered with complaints. That is why business concerns have correspond-

ents who specialize in nothing but adjustments. But rare is the letter praising good work. What are some of the occasions that call for letters of appreciation, congratulation, or praise?

1. Appreciation for a favor granted.
2. Acknowledgment of special consideration shown.
3. Praise for a good record; for example, a strict devotion to duty during a difficult period.
4. Congratulations for success well earned.
5. Commendation for a public-spirited act.

Such letters show generosity of thought and interest in the welfare of others. They cool the world's friction points and pour goodwill on the business bearings of the world.

**Selected Examples for Study.** Following are a number of appreciative letters selected to illustrate typical occasions for use. Study them for (1) tone, (2) expression, (3) good taste and restraint.

*From a Student*

I wish I could tell you how much I really appreciate your kindness in complying so promptly with my request for reference books. The list you sent is just what I want. Good luck to you, and thank you.

*From a Parent*

Thank you very much for your letter of December 19. We have not definitely decided what we shall do for our son next year, but I appreciate greatly the information given and the courtesy shown.

*From a Manufacturing Company*

Congratulations on the manufacturing and shipping of the equipment we purchased from you for the Eloise Mine project. You made unusual time, and the way in which you handled the order is worthy of high praise.

*From a State Governor*

Many thanks for your letter of May 8. I am indeed grateful to you for sending me the list of hackneyed phrases. I am taking the liberty of referring that list to the letter-writing committee, now studying this really serious problem. I think it will be of inestimable service to that committee. When the committee's report is made, I shall be glad to send you a copy.

# KEARNEY & TRECKER

CORPORATION  
MILWAUKEE, WIS., U.S.A.



March 19, 19

To all who co-operated  
during Direct Mail Week

Gentlemen:

Subject: We Thank You

Even though this is a rather late "thank you," we want you to know that the Direct Mail Department of the Milwaukee Advertising Club, and especially the committee in charge of the exhibit displayed at the Athletic Club during Direct Mail Week, very much appreciate the splendid way in which you co-operated to make this exhibit a success. Fifty-four Milwaukee advertisers exhibited a total of ninety-seven panels, which made an excellent background for the meeting on March 6 and had much to do with its success.

Some of you undoubtedly wonder what has happened to the panels. No---we did not scrap them. Except for a few which were called for at the Athletic Club, the entire exhibit is now stored at the Milwaukee Vocational School, where it will be displayed during a meeting on April 11.

After that date the panels will be stored at the Milwaukee Public Auditorium until the convention this fall, at which time it is the plan of the Milwaukee Advertising Club to display them again. You will be given an opportunity at that time to change the material on your panels if you so desire.

Should it be that you need your panels now, you may obtain them by getting in touch with Mr. Pilliard of the Milwaukee Vocational School, who will arrange to get them out of storage for you. You may then call there for them.

Again we thank you for your co-operation.

Very truly yours,

The Exhibit Committee

---

## A MESSAGE SHOWING APPRECIATION

Letters of appreciation are enjoying more frequent use. Note in this example (1) the introductory greeting, (2) the attractive layout, (3) the emphasis on the message of appreciation.

*From the Auditor of an Insurance Company*

I should be delighted to attend the Business Men's Conference on Monday next, were it not for the fact that Monday is always a very busy day in this office. The pleasure of seeing you and our mutual friends at this conference would add measurably to my enjoyment of the occasion, and, therefore, my regret is deepened that it will not be possible for me to be present.

Please accept my thanks for your special invitation.

The ordinary relationship between individuals may be wholly in the realm of business. But business acquaintance may give rise to letters that cement friendships. However far removed from commerce letters of appreciation seem, they bring friendly understandings that may profoundly affect the course of future important transactions.

**Expressing Congratulations.** Letters of congratulation, akin to those of appreciation, give opportunity to express pleasure in the success and good fortune of others. To send a letter of congratulation that rings true, its writer must feel a genuine pleasure in the good luck of his reader. If he does not, or if his feeling is tinged with envy, he will do better not to write. Insincerity betrays itself.

In the following illustrations note the firm tone, the warm sincerity, and the restrained good taste:

*From a Business Friend*

Congratulations on your "Statistical Analysis." It has been prepared with a judgment that is obviously the result of keen analysis. We expect to make excellent use of it.

*From a College Official*

I am delighted to learn that you will be chairman next year. It is a great satisfaction to know that Dr. North will be so ably succeeded. Accept my congratulations and my assurance that you will have my earnest and friendly co-operation. It is easy to imagine you as an energetic, resourceful, and capable colleague in administration. It will be pleasant to work with you.

*From a Former President of the United States to the Late  
Thomas A. Edison on His Eightieth Birthday*

My dear Mr. Edison:

I am glad to have an opportunity to join with your friends throughout the world in extending hearty congratulations upon

your eightieth birthday. To your energy, courage, industry, and strong will the world owes a debt of gratitude which it is impossible to compute. Your inventions, placing the forces of nature at the service of humanity, have added to our comfort and happiness and are a benefaction to all mankind for generations to come. I trust that there are in store for you many more years of health and usefulness.

Very truly yours,

CALVIN COOLIDGE

The letter of courtesy has been used and will be used by potentates, princes, and presidents. Businessmen may profit by their example.

**Expressing Praise or Censure.** Even the young business writer may have occasion to write letters of praise or of censure. Letters of this type usually come, of course, from men of standing, experience, and maturity.

Few people realize that Abraham Lincoln was as much a master of simplicity and human naturalness in his letters as he was in the address at Gettysburg. First of all, Lincoln knew people as people, for he came out of the mass into eminence. Knowing human nature sensitively, he wrote letters of piercing common sense, letters of pure magnanimity, letters of keen and fair criticism, letters of magnificent consolation, letters of frank and astute reasoning, letters of sound and mellow advice. All these and more you can find in the Lincoln collection.

Let us see how Lincoln could criticize and censure when it became necessary. Our example is the second most famous letter that President Lincoln ever wrote.

This letter—which was sold at public auction some time ago for fifteen thousand dollars—was written during a critical period of the War Between the States. For eighteen months the Union Army had met one severe defeat after another. “We are now on the brink of destruction,” Lincoln said of the northern cause. “It appears to me that even the Almighty is against us. I can hardly see a ray of hope.” This period was one of black sorrow. Out of it the letter came.

Notice how the President tried to remold an obstinate general while the fate of the Union was possibly hanging on the outcome.

Although this is perhaps the sharpest letter Lincoln ever wrote after he became President, note that he praised General Hooker before he censured him for his grave faults. And severe faults they were; yet Lincoln, tactful even in the act of pointing them out, wrote, "There are some things in regard to which I am not quite satisfied with you."

Note, too, how the letter, with all its frankness, maintains an even balance. Fearless in his reproof, the President phrased his thoughts so justly that he could scarcely fail to hold the goodwill of every fair-minded witness and of General Joseph R. Hooker, whom he took to task.

*President Lincoln to General Hooker*

I have placed you at the head of the Army of the Potomac. Of course, I have done this upon what appear to me to be sufficient reasons, and yet I think it best for you to know that there are some things in regard to which I am not quite satisfied with you. I believe you to be a brave and skillful soldier, which, of course, I like. I also believe you do not mix politics with your profession, in which you are right. You have confidence in yourself, which is a valuable, if not an indispensable, quality. You are ambitious, which, within reasonable bounds, does good rather than harm; but I think that during General Burnside's command of the army, you have taken counsel of your ambition, and thwarted him as much as you could, in which you did a great wrong to the country and to a most meritorious and honorable brother officer. I have heard, in such a way as to believe it, of your recently saying that both the army and the Government needed a dictator. Of course, it was not for this, but in spite of it, that I have given you the command. Only those generals who gain successes can set up dictators. What I now ask of you is military success, and I will risk the dictatorship. The Government will support you to the utmost of its ability, which is neither more nor less than it has done and will do for all commanders. I much fear that the spirit, which you have aided to infuse into the army, of criticizing their commander and withholding confidence from him, will now turn upon you. I shall assist you so far as I can to put it down. Neither you nor Napoleon, if he were alive again, could get any good out of an army while such a spirit prevailed in it. And now beware of rashness. Beware of rashness, but with energy and sleepless vigilance go forward and give us victories.

**Expressing Sympathy.** Letters of sympathy are scarcely to be written as exercises, because the heart of their meaning comes only from the reality of the misfortune that brings them forth. Everyone has his sorrows; but sorrows may be softened through the sympathetic expression of those who care.

*President Lincoln to Mrs. Bizby*

Dear Madam:

I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our heavenly Father may assuage the anguish of your bereavement and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully,

• ABRAHAM LINCOLN

This widely known letter of assuaging consolation, gem-like in its perfection of expression, leaves little to be said. It is the most famous letter that Lincoln ever wrote.

## PROBLEMS

1. The druggist in the small town in the northern part of your state (Problem 1 on page 333) has cordially offered to co-operate with you. You have arranged a satisfactory plan by which your store will be open on alternate Sundays. Write him a letter of appreciation for his co-operation.

2. The Wisconsin Oil Distributing Company, 736 East Washington Avenue, Madison 4, Wisconsin, operates an independently owned chain of twenty automobile-service stations in the city and surrounding territory. In acknowledgment of the splendid continued patronage its stations have enjoyed during a change-over to a new brand of gasoline and oil, it wishes to send out a letter of appreciation. Write an outline of the points you think should be included in the letter. Identi-

tify each point that expresses or implies (a) appreciation and (b) a desire to serve.

3. As secretary of the Chamber of Commerce of your city, you have requested and obtained the co-operation of a group of eight prominent businessmen. These men have given you their expert counsel and support in solving a serious traffic situation in the center of the city. You have also had to ask the chief of police for technical information for the several committee conferences.

(a) Write a letter that will be suitable to send to each of the eight committee members, expressing your warm appreciation for his counsel and support.

(b) Write a similar letter to the chief of police.

4. A former classmate of yours, now a member of the senior class of the leading high school in a neighboring city, has, through superior scholarship, made himself the valedictorian of his class. You wish to congratulate him on the distinction he has won. Plan and write the letter.

5. An older businessman of your city has written an article on selling for the *Sales Management* magazine. In reading it, you are struck by its crystal-clear organization and expression, and you realize that it is an exceptionally valuable discussion from beginning to end. You wish to have him know what an excellent article you think it is, especially for younger people about to enter business. Plan and write the letter of commendation.

6. Give an oral report on the importance in business of "putting a few bright rays into somebody else's morning mail."

## SECTION 7

### LETTERS OF INTRODUCTION AND RECOMMENDATION

**The Letter of Introduction.** The letter of introduction is helpful in establishing business and social contacts. Perhaps you are about to take a position in Minneapolis. You have no acquaintances in that city, but your present employer has business connections there. He gives you a letter of introduction to one of his business friends, and as a courtesy to you he leaves it unsealed. When you arrive at your new location, you present the letter in person to the addressee, who may help you to make acquaintances with others who may be interested in your future career.

**Plan.** In writing a letter of introduction, you make a statement about another person, telling who he is and why he is being introduced. Use the following plan:

- (1) Introduce the individual.
- (2) Give your reason for writing the letter.
- (3) Supply brief information about the person introduced.
- (4) Express appreciation for any courtesies.

#### *A Letter of Introduction*

It is a pleasure to introduce to you Mr. Arthur French, who has up to the first of this month been on the staff of Management Associates, Inc., New York City, as vice-president in charge of production. Mr. French has been commissioned to open and take charge of the Chicago office.

I have been fortunate in knowing Mr. French for a number of years. He is energetic, full of enthusiasm and leadership, and among the best of community citizens.

Any aid you are able to give him in making some desirable contacts in his new location will be personally appreciated.

When the occasion is simple, a substitute for a letter is a business card bearing the words "Introducing Mr. French."

The envelope carrying the letter of introduction should be addressed in the usual manner. In the lower left corner, however, a notation similar to the following one should be placed:

Introducing  
Mr. Arthur French

**The Letter of Recommendation.** A letter of recommendation may be (1) specific, addressed to a particular individual, or (2) general, intended for anyone interested. The specific letter carries more weight because it contains more detail. It is often written to cover an inquiry from an employer who is following up a reference given in a letter of application. An example of an inquiry follows:

*An Inquiry*

Mr. Albert Kettering has applied for a position in our Engineering Department. He has given your name as reference. We shall appreciate it if you will let us have your impression of Mr. Kettering's character and ability.

The answer is the following recommendation:

*The Reply: A Specific Recommendation*

Mr. Albert Kettering, about whom you inquire in your letter of August 4, was employed in our Engineering Department from 19-- to 19--. Before coming to us, he spent several years in marine and stationary engineering work. During the time he was here, he developed into a capable draftsman.

The experience he had in stationary and marine engineering work from the operating standpoint is of great value in boiler and power-plant engineering. Mr. Kettering is industrious, of high character, and of distinctly superior ability. He is a man who made a definite place for himself in our organization.

During a slump, while he was temporarily laid off, he obtained another position and made a change. We were very sorry to lose him and should be glad to employ him again if the chance came.

The general recommendation, intended to be read by anyone interested, customarily carries the opening address "To Whom It May Concern."

*A General Recommendation*

**TO WHOM IT MAY CONCERN:**

Mr. Joseph Beeman, bearer, has been in the employ of the Weirton Company since 19--. During the last eight years he has been in the Department of General Superintendence.

Mr. Beeman is a man of good habits and thorough reliability. He has given us entire satisfaction in his work, and we consider him a capable workman. He is an excellent man to handle a crew.

**THE WEIRTON COMPANY**

A general recommendation is valued at little more than a certificate of good standing. Much more valuable is the specific recommendation, giving definite information.

## **PROBLEMS**

1. One of your friends is leaving for Houston, Texas, where he expects to enter business. You are a former resident of Houston. Write a suitable letter of introduction to a good friend of yours in Houston.

2. Another member of your class hopes to get a position with the Watterson Company, of your city, but he knows no one in the concern. The president of the Watterson Company, F. W. Watterson, has known you and your family for many years. Write a letter of introduction.

3. Select three different situations requiring the use of a letter of introduction. Choose in each instance the name of the addressee and the name of the person introduced, and supply the details of the introduction according to the plan on page 343. Write the three letters.

4. Select three situations requiring general recommendations and three requiring specific recommendations. Write the letters, supplying the facts for each.

5. The Fisher Glass Works, of Schenectady, New York, is making inquiries about several men who have been recommended for the position of credit and collection manager. Among those recommended is the assistant to the credit and collection manager of your company. The Fisher Glass Works (through its vice-president) inquires as to his ability, business judgment, interest in his work, and reliability and character. Write a specific recommendation.

6. You are the manager of the Fisher Glass Works, at Schenectady, New York. A workman who has been in your factory employ for fourteen years is now moving to Ogden, Washington, to enter a similar factory. Write a specific recommendation, stressing character, reliability, and ability to handle a crew of men.

7. Another workman in your glass factory has been with you two years and has proved to be industrious and dependable, but little more. He is forced by family needs to move to another city. Write a general recommendation.

### REVIEW

Each of the following sentences contains one or more errors. Rewrite the sentences; correct all errors.

- (1) I saw he working industrious on the project.
- (2) There was only two articles left after the sale.
- (3) Thank you for your check. Enclosed in your letter of June 15.
- (4) John attends a military academy, Betty attends a private girls' school.
- (5) We sold ninety-six articles at \$2.00 each, fifty-eight articles at .30, and one hundred two articles at \$.60.
- (6) They couldnt go because the leader was ill.
- (7) Have you received quotations on the desks; the typewriters; the chairs; the tables.
- (8) The boy lost his books; but one of the girls found them.
- (9) The employee was given a two week vacation with pay.
- (10) The vice president was highly-praised for his handling of the situation.
- (11) When one is uncertain about a situation, you should not make an immediate decision.
- (12) Dr. Walter Hammers President of the school addressed the student body on August 21st.
- (13) He said, I have been asked to come home immediately. and then without waiting for a comment from his friend he rushed home.
- (14) 3 of the reports were finished on time, 2 of the reports were completed a day after they were required.
- (15) The erasers which was delivered yesterday are on my desk.
- (16) He dont want any more copies of that report made.
- (17) The office employees was asked to bring their friends to the lecture by the well known author.
- (18) In the books were found the answer to the question.
- (19) If it was raining, I would have to cancel our plans.
- (20) I shall go regardless of the consequences.

## **Unit X**

### **LETTERS OF APPLICATION**

#### **SECTION 1**

##### **CREATING A SUCCESSFUL LETTER OF APPLICATION**

**High Value for Personal Use.** For personal-use value no letter ranks higher than the letter of application for a position. Everyone admits this fact. But not everyone has the will power to master the application art. Most placement directors, men whose professional task is to find positions for those who want them, conclude that an astonishing majority of job hunters do not have the slightest knowledge of how to write a letter that will advance their chances of getting work. Although many of these applicants have good educations, they appear to have been taught nothing whatever about application letters for personal use; or they have forgotten everything they once knew.

**Enormous Importance of Application Letters.** Overwhelming evidence now shows the vital importance of letters of application in winning interviews for jobs. "The letters a candidate writes probably have most weight," concludes a recent survey, "in securing him an interview and a job. Most men complain that applicants for a job have no conception of what a good letter looks like."

An item significant to every business student and every person who will ever need a position appeared not long ago in a New York financial publication. It offered an unusual opportunity for a sales executive. The man, said the notice, must have a personality that will enable him to win the full co-operation of his associates and to inspire confidence in his subordinates. Then the notice continued:

This man must be old enough to have had the experience which will qualify him for this position and still be young enough to work with an aggressive organization.

The man securing this position must be of a caliber and ability to command a salary of at least \$25,000 a year to start.

**WRITE A LETTER** giving in detail your qualifications. Your letter of application will be treated in strictest confidence. Address Box CC87.

You will notice that, although this invitation was directed to men who believed they were competent to handle the executive burdens of a \$25,000-a-year position, it asked them to write a letter of application. Prospective employers looking for men of this caliber still want to examine qualifications in advance before they grant interviews.

**An Intensely Personal Letter.** Your application letter will be the most intensely personal letter you will ever write in business. It will represent you as it reaches your prospective employer's desk; in one sense *it will be you*. It will be as if you said: "This, Mr. Employer, is my accredited representative, my chief ambassador. This letter shows you what I think I am and gives you my own picture of myself. By it I am ready to stand or fall!"

Things sold are sold in competition. So it will be with your ability. You must prepare yourself to compete with other applicants who, just as earnestly as you, will want the same position. They too will send their accredited representatives to plead their cases. Like you, they will put their sole dependence on a letter in which they picture themselves as well as they know how. It is your task to make yourself more skillful than they in order that you may put your case more adroitly. The competition is keen and fair. To win, you must prove yourself the better applicant.

**The Application Letter Is Used by Everyone.** Application letters are used universally. Young people must in some way get their first position. They turn to the application letter. Maturer people of energy and ambition are forever planning and making themselves ready for better positions than those they have. They turn, likewise, to the application letter. Men already fortunate in holding excellent positions are asked to

send in their credentials for positions of even greater responsibility and opportunity. Their letters of credentials use the principles of the application letter.

The compelling reason for mastering the art of application is this: prospective employers in every business like to "size up" applicants ahead of the interview. They want to determine in advance whether the applicants are worth taking the time to see. Whether they are worth taking the time to see depends almost entirely upon the impression their letters of application make.

### **Showing How What You Can Do Fits What Must Be Done.**

Of two men, equal in training and ability, the one who knows better the procedure of an application letter will get the position. He wins it for two reasons: (1) He knows how to state to advantage what he can do, and (2) he has the all-essential knack of showing how *what he can do* measures up with what the employer wants done. He fits together in his letter the teeth of two gears—"what he can do" gears into "what must be done"—and shows to his prospective employer how these two gears might work well together. Thus, one who has learned to write a forceful application letter possesses a powerful protection in times of increasing competition, and an equally powerful protection in times of unemployment.

**Product and Market Analyses Are Necessary in Preparing to Win a Position.** When you prepare to sell a product, you analyze it to discover its superior qualities and its valuable uses. You next analyze the market to discover who are your prospective purchasers, where they live, what their buying habits are, what features and qualities they are looking for in the article, and what appeals will be strongest in directing these buyers to your product and in linking it to their needs.

You follow this identical process in preparing to win a position. When you prepare to sell yourself, you analyze yourself closely to discover your personal qualities. You get ready to put into persuasive words a description of your training, your skill, your knowledge, and your ability. You study the

services you can perform in order to be able to place these services vividly on paper. In brief, you give yourself a realistic appraisal.

You next comb the market and search out prospective employers who might have a need for the kind of ability you can offer. You find out where these employers work, when they do their interviewing, what specific opportunities are open, what qualifications are needed for handling these positions. You then put yourself back on the examining stand and determine with cold realism whether the qualifications you have are those the employer wants. If your completed product and market analyses disclose that your qualifications fit those needed by the employer, you proceed to the third and final step—use of the proper medium: the application letter.

In this way you complete the preparatory market research that gives your letter of application the advantage over its pressing competition. For competition you will have! To meet it, you must make every preparatory step count. The simple outline of your product and market study should look somewhat as follows:

1. *The product*: yourself, your skills, your abilities
2. *The market*: prospective employers whose locations, job opportunities, and needs have been studied
3. *The medium*: your letter of application

**The Two Classes of Application Letters.** Two broad classes of applications are to be recognized: (1) *solicited letters*, written in response to advertisements (usually “want ads”), and (2) *unsolicited letters*. An unsolicited letter is one written by an applicant who hopes that there may be an employment opening or who happens to hear of a vacancy. But more commonly it is written at the suggestion of a third person who may know the prospective employer or who may have knowledge of a specific position. The third person may be a friend or a representative of an unemployment agency or of an appointment bureau.

The greater number of applications are drawn forth by want advertisements. Because of the scores and sometimes

hundreds of letters that result, your letter—if it is to obtain more than casual notice—must stimulate attention and interest through its appearance, expression, and tone.

**Answering Blind Advertisements.** The success of an answer to a blind advertisement—an advertisement in which the employer's name is not revealed, and in which the requirements for the position are mentioned only in general terms—must depend more or less upon chance. Although in this case it is hardly worth while to attempt a market analysis or to write more than the essentials of age, nationality, extent of education and experience, the results often repay the effort. Because you know in advance that the application will be one of scores and perhaps hundreds, some mechanical distinction like a long envelope or a tinted envelope may prove helpful.

**Make a Favorable First Impression.** When an employer glances over a pile of from twenty-five to two hundred letters of application, he may select not more than ten or twenty of the best-looking letters for examination. A fine-looking letter has far more chance of attention than its less attractive competitors. Employers know by experience that a poor letter usually means a poor applicant. Whether from pressure of business or lack of time, they turn their attention to the fine-looking letter, knowing that it usually means a superior applicant. Handsome appearance is essential, as we know, in all letters, including applications. But it is doubly essential in applications responding to blind advertisements because it is the sole means by which distinction can be gained.

**Answering Complete Advertisements.** An answer to a complete advertisement—an advertisement that gives enough information to make it possible for the applicant to conduct a market analysis and to harmonize his abilities with the needs of the employer—may be expanded with full information and evidence to show how the employer's requirements are met. In general—though this rule does not always hold—

complete advertisements offer opportunities for more desirable and better paying positions than do blind advertisements. An applicant is, therefore, justified in putting more effort into studying the employer's needs and showing how he can fill them.

**Planning the Application Letter.** A plan for anything as individual and personal as an application letter must be adaptable to many circumstances. Sometimes a man of rich personality and engaging expression can win a position with an application that seems to have little plan and less structure. In his case he wins the job, not because of lack of plan, but in spite of it. His personality and his power of expression more than offset the structural defects of his letter. For applicants less gifted it is wise to follow a tested plan. The plan developed in the following paragraphs can be varied to express individuality without sacrificing logical strength.

**The Six Steps in the Plan.** An application letter must (1) attract favorable attention, (2) arouse interest, (3) stimulate desire, (4) obtain action.

These four functions translate themselves into the six steps of the letter of application shown on the opposite page.

**Getting Favorable Attention—the Paper and the Make-up Details.** The best-looking letter is given first attention. Buy a few sheets of good-quality bond paper with envelopes to match. The paper should be white, and the size should be the standard business sheet of 8½ by 11 inches. Avoid social, club, hotel, or fancy stationery. To use any of these is to run the risk of raising a prejudice against yourself. Do not use the letterhead of the business with which you are now employed, because there is no justification for its use.

**Typewrite Your Letter or Have It Typewritten.** Type-write your letter or have it typewritten to give it a strong competitive advantage over the large number of others that

*The Six Steps of a Letter of Application*

1. Establishing a point of contact (attracting favorable attention)
  - a. Physical appearance and arrangement
  - b. Statement of nature and purpose of the letter
2. Outlining your understanding of the requirements of the position (arousing interest with an analysis of the needs of this specific opening)
3. Showing how your experience and education fit these requirements (sustaining interest and stimulating desire for a personal interview, as your qualifications begin to appear valuable)
4. Mentioning personal qualifications (reinforcing desire for a personal interview that will check your letter against your actual personality)
  - a. Your interest in the employer's type of business
  - b. Reasons for leaving your present connection
  - c. Personal desires and chief aim or interest
  - d. Why you feel you can fill the requirements
5. Giving references (reinforcing the employer's desire to look more carefully into your qualifications, just as guaranties increase a buyer's confidence in an article)
6. Making the request for an interview—getting action (obtaining the result you desire)

will come in handwriting. By contrast your letter will stand out. Typewriting may mean the difference between winning and losing the position you want most.

If the advertisement asks you to submit the application in your own handwriting, do so—but send along an excellent typewritten copy. Your prospective employer will then read the typewriting, may do no more than glance at the handwriting. Thus you follow the employer's instructions without losing your competitive advantage.

**Neatness Is a Golden Asset.** Neatness and favorable first impressions are always a golden asset. They lay the groundwork for your later success. They throw open the outer doors and give you entry into the inner circle of chosen candidates. They bring to your letter that full and thoughtful considera-

tion that other letters less impressive will fail to get. "If this fine-looking letter truly represents the caliber of the man who wrote it," thinks the prospective employer as he admires the neatness of the layout, "then I want to interview that man. Tell him to come in." Thus, as if in obedience to the magic words "Open sesame," the doors of your opportunity swing wide.

**Visualizing the Letter.** When you prepare for a personal interview, you are careful as to dress. The letter by which you hope to gain the interview must be equally attractive in dress. The appearance of the letter must command respect. Its strength will be tested by how it looks. Balance the letter; make it symmetrical by the proper arrangement of its parts. Frame it like a picture in the same proportions as those of the sheet upon which it is placed.

**The Point of Contact.** The opening sentence, your point of contact, shows the purpose of the letter and tells where you, the applicant, learned of the position (through an advertisement or otherwise) or mentions the name of the individual with whom the prospective employer is acquainted and who has suggested that you write. Your opening sentence should be followed by a specific statement that you are applying. The fact that you *are* applying should not be left to suggestion or implication. It should be said outright. Apply in clear-cut terms: "Please consider me an applicant." "I should like to apply for this position." "May I be considered an applicant?"

*Point of  
Contact*

{ In Thursday's *Daily Herald* I noticed your advertisement for a private secretary and correspondent.  
May I be considered an applicant for this position?

**Your Understanding of the Requirements.** If you are making your first application, your statement here will be fairly brief. Your understanding of the needs of the employer must come from general knowledge and what you learn from friends. But if you were a person of experience and maturity,

this part of your letter would offer you a chance to show your understanding and capacity. Develop this section as far as your experience permits.

*Under-  
standing of  
Requirements  
of Position*

{ It is my understanding that you want a young man with a working knowledge of office methods. He must also be able to take dictation rapidly and accurately, and he must have a background of general business training.

### **How Your Education and Experience Fit the Requirements.**

This part of your letter will give facts taken from your career. These facts should be chosen and sifted several times until you have found the ones that bear on the employer's needs. Take the "you" attitude. Assume the point of view of the employer. Try to see how what you can do fits into what he wants done. Imagine that you have two maps of the same size and shape. The one below is what the employer wants done. The one above is what you can do. Your task is to fit the two maps together so that the lines meet as closely as possible. From your experience, education, and training, choose and sift until you find the facts that focus on the employer's needs.\*

*How Expe-  
rience and  
Education  
Fit These  
Requirements*

{ I am a graduate of Hale Technical High School, where I took the four-year commercial course. During the past four years since my graduation I have been private secretary to Mr. Stewart B. Alton, executive director of the Interstate Trade Board, Albany, New York. My work with Mr. Alton has been widely varied. I can take dictation at 145 words a minute, transcribe my notes at 45 words a minute, and type straight copy at 80 words a minute. On my own responsibility I have handled much of the routine correspondence and have found this experience highly valuable in broadening my general business and secretarial ability. I have become thoroughly familiar with commercial and legal forms, including leases, deeds, mortgages, affidavits, releases, and vouchers.

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\* This part of the letter may also be enlarged by use of a data sheet. The data sheet, discussed and illustrated in later pages, may carry a tabulated summary of further details of your training and experience.

**Personal Qualifications.** Explain modestly why you feel confident you can make a success in the position for which you are applying. Here touches of human interest—items revealing your human side rather than your business efficiency alone—may be included.

"I have sometimes had to scramble hard for money with which to continue my education," runs a sentence that held the interest of one employer. "During the summer months between school terms, I have had jobs as a hodcarrier, a mason's assistant, a lettuce packer, a salesman for two hardware stores, and a bill collector."

After he had hired this young man, the employer told him, "Your 'hard scramble' for money to continue your education got you your job. I like the kind of ambition that carried you through five jobs to your graduation."

Tell why you are interested in the employer's kind of business, your reasons for leaving your present position if you have one, your chief aim, and why you feel confident that you can take care of the work that the employer wants done.

*Personal  
Qualifica-  
tions*

I believe I have developed the ability to handle this position. My training and experience have been of the type necessary to the competent handling of the duties you require. I enjoy this kind of work. My reason for making a change is to improve my position. Mr. Alton tells me that I have now reached the maximum salary permitted by the Board, and he fully understands and approves my wishes for further advancement.

**References.** References are something like guaranties. They increase the employer's confidence in your ability. Give at least three references with correct and exact addresses, and make clear that you give these references with the permission of the persons named. The following expressions are suitable and courteous: "I have permission to refer . . . ." "I refer by permission . . . ." and "[place names here] have permitted me to refer . . . ." Choose references that represent both business and personal character.

*References  
and Men-  
tion of Data  
Sheet*

{ Mr. Stewart B. Alton has kindly permitted me to use his name as a reference. On the enclosed data sheet you will find further references and also data with regard to my general qualifications.

**Request for an Interview: Getting Action.** Your closing sentence should (1) suggest action for an interview and (2) make that action as easy as possible. Make a direct request for an interview. Tell how and when the prospective employer may reach you. "May I have a personal interview at your convenience? I can be reached by telephone at Woodlawn 8804 or by mail at 6151 Clinton Avenue" is typical of many possible requests for action. Use different kinds of closings. Practice variety.

*Request for  
Interview*

{ May I have a personal interview? If you wish to telephone me, my number is Grandview 4177.

**A Successful Application.** Now let us see how the whole letter looks and sounds when it is put together in one piece. The complete letter is reproduced on the following page. It was successful in winning a new position for the person who wrote it. Logical and well developed, the message emphasized facts that the employer wanted to know.

**How Not to Write a Letter of Application.** Now let us turn for a moment to several true stories to find out why certain job-seekers failed to win work.

The first true story concerns a penny post card on the back of which appeared the following careless message:

*A Failure*

Dear Sir: Noticed your ad of wanting reliable man for responsible position in local corporation. Think I can meet your requirements so please mail me particulars by return mail and when I may have interview. Very truly yours, [name]

Needless to say, this man did not get the job. His careless card was the first to be tossed out.

***Point of Contact***

{ In Thursday's *Daily Herald* I noticed your advertisement for a private secretary and correspondent. May I be considered an applicant for this position?

***Understanding of Requirements of Position***

{ It is my understanding that you want a young man with a working knowledge of office methods. He must also be able to take dictation rapidly and accurately, and he must have a background of general business training.

***How Experience and Education Fit These Requirements***

{ I am a graduate of Hale Technical High School, where I took the four-year commercial course. During the past four years since my graduation I have been private secretary to Mr. Stewart B. Alton, executive director of the Interstate Trade Board, Albany, New York. My work with Mr. Alton has been widely varied. I can take dictation at 145 words a minute, transcribe my notes at 45 words a minute, and type straight copy at 80 words a minute. On my own responsibility I have handled much of the routine correspondence and have found this experience highly valuable in broadening my general business and secretarial ability. I have become thoroughly familiar with commercial and legal forms, including leases, deeds, mortgages, affidavits, releases, and vouchers.

***Personal Qualifications***

{ I believe I have developed the ability to handle this position. My training and experience have been of the type necessary to the competent handling of the duties you require. I enjoy this kind of work. My reason for making a change is to improve my position. Mr. Alton tells me that I have now reached the maximum salary permitted by the Board, and he fully understands and approves my wishes for further advancement.

***References and Mention of Data Sheet***

{ Mr. Stewart B. Alton has kindly permitted me to use his name as a reference. On the enclosed data sheet you will find further references and also data with regard to my general qualifications.

***Request for Interview***

{ May I have a personal interview? If you wish to telephone me, my number is Grandview 4177.

**AN EFFECTIVE LETTER OF APPLICATION**

Note how this letter, in language that is both simple and clear, offers concrete and convincing information concerning experience, education, personal qualifications, and other required details. Logical and well developed, this letter emphasizes facts that the employer wants to know.

The second true story concerns a page of poor-grade scratch-paper carelessly torn from a notebook and bearing seven lines of hastily scrawled words, obviously dashed off in a great rush. The letter, addressed to a famous manufacturing company, ran as follows:

*Another Failure*

Dear Sir:

Mr. A. B. Bliss of the Bliss School advises me that you have a vacancy in your research bureau. I am well qualified for such a position and would enjoy employment with your company. Please consider me. Awaiting your early reply, I am

Yours truly,

[Name of applicant]

Within a few days the educational director of the company, who handles the hiring of personnel and who received and appraised this letter, wrote to the teacher in these words: "I am sending a note at once to this applicant in order that he may know definitely that there is no opportunity for him in our organization. If a man were to write me an application which embodied in it the first half of the second sentence of this applicant's letter, it would be enough for me to decide at once that I did not want him."

**What Is Wrong in These Letters?** The two examples you have just read reveal common and similar faults. They depend on unsupported assertions regarding ability. They make unjustified requests that would put the burden of continued correspondence on the prospective employer. When an applicant tries to shift the load of further correspondence over to the prospective employer, he almost guarantees his own failure. In ninety-nine cases out of a hundred the employer will carry the matter no further; the applicant will *not* be notified concerning anything; and his chance for the position will be gone.

Observe the emptiness of the second example. The form in which it was sent—a hasty scrawl on a piece of paper torn from a notebook—was enough in itself to ruin anything the

writer might say. His "application" reveals careless incompetence, an incompetence all the more surprising because it existed in a senior about to graduate.

**Dangerous Faults.** An astonishing number of graduating seniors write "application" letters in which the plan and the material violate even the most elementary principles of an effective application. (1) The points of contact are weak. (2) The plan and the organization are illogical. (3) The facts are thin and poorly marshaled. (4) Personal claims appear without supporting details. (5) The requests in the action paragraph are often unjustified and will, in most instances, be disregarded. This is the record of the majority of most graduating classes in the country. Bad though the record may seem, it can be improved by study and effort, the material for which is given in these and following pages.

## PROBLEMS

1. Write an application letter in response to one of the following blind advertisements:

**YOUNG MAN**, high-school student, assist in laundry; Brooklyn or Rockaway resident preferred. 114-02 Boulevard, Rockaway Park, L. I.

**YOUNG MAN** experienced in fur storage business; \$25 week to start; chance for advancement. 44 West 57th St.

**GROCERY BOY**, some experience. M., 1298 1st Av.

**BOOKKEEPER**, automobile accounting experience; good salary, complete charge; answer own correspondence. 4720 Broadway.

**BOOKKEEPER-stenographer-typist**, experienced at figures and billing; state education and experience. S 210 Times.

**BOOKKEEPER**, knowledge of typewriting essential; state age, experience, and salary desired. S 226 Times.

**BOOKKEEPER-TYPIST**; state full qualifications. S 234 Times.

**BOOKKEEPER**, young woman; garage experience preferred; part time. 10 to 2; state details. Box 652, 219 7th Av.

**EDIPHONE OPERATOR**, 2 weeks' work only; must be fast, accurate, and experienced, technical dictation. Call Friday, 345 West 38th St., New York.

**STENOGRAPHER**—State age, education, experience, salary expected, and telephone number; opportunity. S 652 Times Downtown.

**YOUNG LADY**, accurate, alert in lists and discounts for plumbing supply house; state fully experience, age, references, and salary. W 1101 Times.

**SECRETARY-STENOGRAPHER** for uptown Manhattan; actual experience and preferably college training; age 18 to 28; opening salary up to \$35; state education, experience, references, age. S 277 Times.

**TYPIST-STENOGRAPHER**, male, high-school graduate, for statistical department Stock Exchange brokerage house; favorable opportunities offered; state salary and particulars. D 767 Times Downtown.

**YOUNG MAN**, excellent appearance, not over 23 years old, to sell ready-to-wear to fine specialty stores; previous experience not required; salary \$35. Phone BRyant 9-4055.

**YOUNG MAN**, sales work, progressive paper concern; splendid opportunity for man willing to work and persevere; small drawing account to start. D 755 Times Downtown.

2. This is a problem to develop variety of expression.  
(a) Write five different points of contact for five different application letters. (b) Write five different closing paragraphs requesting the interview.

3. Write a complete application in response to one of the following advertisements:

VACATION POSITION IN MOUNTAINS. High-school senior or above; free salesmanship instruction; valuable experience; enjoyable work; assured income for summer; commission; train fare paid; educational service. EDUCATORS ASS'N, 307 FIFTH AV.

WANTED:—Young man to assist in adjustment department of mail-order house. Experience helpful, but knowledge of human nature more important. State experience, if any, age, references. Must be able to write well and get along with people. Excellent opening. Address Ward Sears Co., West Harrison and 40th, Chicago 27, Illinois.

4. Write a brief discussion explaining how neatness affects the success of a letter of application. Illustrate your discussion with examples, particulars, and details.

5. (a) Certain words come into common use in letters of application. Among them are the following, which should be studied closely for spelling and syllable division:

ref er ence	ste nog ra pher	ad ver tise ment
in ter view	sten o graph ic	rec om men da tion
po si tion	grad u a ted	book keep ing
ap pli ca tion	cor re spond ence	con ven ience
be gin ning	type writ ing	sec re ta ry
ex pe ri ence	im por tant	man u fac tur ing

(b) Be prepared to write the preceding words correctly (both in spelling and syllabification) as they are dictated to you.

6. Write a paragraph analyzing the several serious faults of the two letters of application appearing on pages 357 and 359. (a) Make a list of the faults you find in each letter. Head the first list "Letter A" and the second list "Letter B." (b) In a paragraph for each letter, give your recommendations for improving the content and the plan.

7. Select from the Help Wanted columns of a newspaper of your city or of a neighboring city an advertisement that interests you. Apply in writing for the position advertised.

## SECTION 2

### THE DATA SHEET

**Advantages of the Data Sheet.** Many successful applicants use a data sheet, attached as the second page of their letter of application. The data sheet is a second sheet, the purpose of which is to provide space for classified personal details and tabulated general information. Its use relieves the letter of a mass of routine detail, lifts from it the weight of a great many cataloged facts.

The purpose of the letter itself is to give a well-rounded impression of the background and the ability of the applicant. The letter is the place to show personality, individuality, and ability. The data sheet, on the other hand, is the place to classify the assembled information in tabular form. It serves as a compact summary for quick reference. Many a letter of application has been saved from the wastebasket by a workmanlike data sheet. Employers may file the letter but detach

#### *Data Sheet Guide*

##### *1. General details--personal*

Name	Permanent address
Age	Height and weight
Birthplace	Physical condition
Present address	Single or married

##### *2. Education*

##### *Special field of study*

High school	Courses taken in special field
Business college	Courses allied to special field
Junior college	Books read on special field and
Institute	allied subjects; magazines pre-
University	ferred
Theoretical training, laboratory training, field training	

##### *3. Experience and practical training*

Positions held, with dates of tenure and names of employers  
Any special training gained from practice

##### *4. Affiliations, lodges, clubs*

##### *5. References (by permission): names, correct addresses*

## P E R S O N A L   D A T A

### General Details -- Personal

Name: William T. Mitchell  
Age: 23 years Sept. 19, 19--  
Birthplace: Washington, D. C.  
Present address:  
Box 700, Washington, D. C.

### Education -- General

Blaine University Graduate

### Fraternal Affiliations

Mason - Delta Sigma

### Education

#### Theoretical Training, University Courses

<u>In Accounting</u>		<u>In Business</u>	
Elements of Accounting	(1 year)	General Economics	(1 year)
Cost Accounting	(1/2 " )	Money and Banking	(1/2
Advanced Acct. Problems	(1/2 " )	Business Letters	(1/2
Auditing	(1/2 " )	Management	(1/2
Accounting Systems	(1/2 " )	Marketing Methods	(1/2
Governmental Accounting	(1/2 " )	Business Statistics	(1/2
Investments	(1/2 " )	Business Law	(1/2
Thesis in Accounting	(1/2 " )	Public Utilities	(1/2

#### Practical Training and Experience

Trained typist and stenographer: Can

- (1) Take dictation at 150 words a minute
- (2) Transcribe my notes at 50 words a minute
- (3) Type straight copy at 80 words a minute

One year with the Baltimore and Ohio Railway as timekeeper, car department stockkeeper, etc., part time

One year with the National Trade Company as statistical clerk, controller and auditor of warehouse stocks, as well as special reporter for the general manager and treasurer

#### Machines Used

Typewriter  
Monroe and Marchant calculators  
Adding machines, electric, hand  
and duplex adders  
Comptometer  
Ditto and Mimeograph machines  
Slide rule  
Billing and bookkeeping machines

#### Ability to Use

Excellent (see above)  
Excellent  
Good  
Fair  
Fair  
Good  
Have a knowledge of

#### References (by Permission)

H. H. Layden, Treasurer, National Trade Company, Washington, D. C.  
F. H. Hall, Dept. of Accounting, Blaine University, Washington, D. C.  
Dr. C. B. Williams, 707 Bey Building, Washington, D. C.  
L. N. Flynn, Principal, Central High School, Washington, D. C.

the convenient data sheet and keep it on the desk for further study.

**Classifying the Data.** The tabular form of the data sheet makes it easy to look at for quick reference. Clip the data sheet firmly to the letter. Shape the data to fit your particular needs.

Applicants should adapt these headings to suit their requirements, making omissions or adding new headings where appropriate. The data sheet shown on page 363 was attached to a letter of application for a position in an accounting firm. Note how its tabular plan approximates that on page 362.

**Large Concerns May Have Their Own Data Sheets.** Large concerns, hiring employees by the score, have developed the data sheet to the fullest degree. To each applicant is given a printed information blank to be filled out in great detail. When an information blank is supplied, the data sheet becomes unnecessary. Page one of a typical blank of four pages is reproduced on page 365.

**How a Student Won His Job—by Letter: a Case History.** The letter of application and its data sheet, shown on pages 366 and 367, were written by a young man who had been trained in accounting. The letter was addressed to a company of public accountants who have offices in New York and other cities. Note how the student unfolds his story. Note, too, in paragraphs 3 and 5 the reference to the data sheet.

When the letter arrived at the New York office, the New York manager was out of the city. The senior member of the company, however, happened to arrive at the office from a field trip on the same day as the letter. It was placed before him. His reply appears on page 368.

The applicant, gratified by the favorable response, gave the requested information. See the letter on page 369.

The successful conclusion is shown in the final letter of the series (on page 370), in which Mr. Robertson employs George White. And so, to the satisfaction of everyone, the sequence ends.

**Information Blank**  
**Purina Mills**

835 South Eighth Street, St. Louis, Mo.

You are considering a matter of greatest importance. Please give full information in answer to each question below, so that we can help you make a decision which will lead to your success. If any question does not apply to you write "Nu" or "None" after it. ATTACH A RECENT PHOTOGRAPH or clear snapshot of yourself. Information regarding your present employment will be kept strictly confidential.

Name in full John Carver Frederickson Date October 7, 1935  
 Permanent Address 2912 Creston Hill City Buffalo State New York  
 How long have you lived there? Nine years Birthplace New York City Age 22  
 If foreign born, are you a naturalized American citizen? \_\_\_\_\_  
 For what position do you apply? Salesman  
 In what states have you traveled as a salesman for more than six months? New York, New Jersey, Pennsylvania  
 State definitely salary expected \$250 a month

**GENERAL QUALIFICATIONS**

Check correct space—Single (✓) Married ( ) Divorced ( ) Separated ( ) Widower ( )  
 How long married? \_\_\_\_\_ Number and ages of children \_\_\_\_\_  
 Others wholly or in part dependent upon you? None  
 Name those in our employ with whom you are personally acquainted None  
 Name relatives in our employ None  
 Check correct space Live with parents or other relatives (✓), Board ( ), Rent ( ), Own your own home ( )  
 What is your father's occupation? Lawyer  
 Do you use intoxicants? No  
 Do you own real estate? No Where? \_\_\_\_\_ Value, \$ \_\_\_\_\_ Insurance \_\_\_\_\_  
 Do you own stocks or bonds? No Value, \$ \_\_\_\_\_ Insurance \_\_\_\_\_  
 Do you own a car? Yes Make? Ford Insurance? \_\_\_\_\_  
 Have you an active Savings Account? Yes Where? Liberty Bank of Buffalo  
 State source and amount of other income beside what you may receive from us. None  
 How much insurance do you carry? Life, \$ 10,000 Health, \$ None Accident, \$ 5,000  
 Amount of loans or debts None How incurred? \_\_\_\_\_  
 Have you ever been bonded? Yes What company? Fidelity Co. Can you give a bond (at our expense)? Yes  
 Has bond ever been refused? No Why? \_\_\_\_\_

SA 271 K 2 2 36

**THE FIRST PAGE OF A FOUR-PAGE PRINTED INFORMATION BLANK**

This is the first page of a four-page information blank used by a large concern in obtaining information from applicants. The remaining pages ask for (1) details of education and experience, (2) information about physical qualifications, (3) character references, (4) data on past employment.

2223 Edgewood Avenue  
New York, New York  
April 22, 19

Robertson and Rand, Inc.  
Public Accountants  
410 North Lexington Avenue  
New York, New York

Gentlemen:

Because I am deeply interested in public accounting, I want to secure a position with an organization carrying on this kind of work. Professor F. H. Higbee, in charge of the Accounting Department of the Manchester Business Institute, speaks highly of your company. At his suggestion I wish to apply for a position with you.

I completed my high school course in 19-- and entered the Manchester Business Institute. I am now a senior and shall be graduated from the four-year course in June.

In my work I have specialized in accounting, taking every course offered. Among the courses I have taken are Auditing, C. P. A. Problems, Income Tax Accounting, Cost Accounting, Accounting Systems, and Governmental Accounting. In addition I have studied courses allied to accounting and have read extensively from books and periodicals devoted to the subject. I have detailed these readings and other personal information on the attached sheet.

During the past two years I have been doing accounting work for three small firms. With them I have had complete charge of the books and income tax returns. I feel that this experience has been valuable to me in broadening my point of view.

Mr. F. H. Higbee, who is, as you no doubt know, the senior partner of a local firm of public accountants, has kindly allowed me to use his name as a reference in regard to my character and capacity. I am also permitted to use the names, on the attached sheet, of men who have known me as a student or employee.

If you will communicate with me at 2223 Edgewood Avenue, I shall be glad to furnish you with further particulars of my experience or any personal information you may wish.

Sincerely yours,

*George Neilson White*  
George Neilson White

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A LETTER OF APPLICATION THAT SCORED A VICTORY

## P E R S O N A L   D A T A

### Personal

Name -- George Neilson White  
Present Address -- 2223 Edgewood Avenue, New York  
Permanent Address -- 3213 Riverside Avenue, Springfield, Mass.  
Height -- 5'11"                      Weight -- 170 pounds  
Age -- 24 years                      Place of Birth -- Springfield, Mass.  
Not married and have no dependents  
Physical Condition -- No defects of any kind

### Education

High School -- Springfield, Massachusetts  
Manchester Business Institute

#### Accounting Courses Studied:

Elementary Accounting	Income Tax Accounting
Applied Accounting	Accounting Systems
Cost Accounting	Auditing
Advanced C. P. A. Problems	Governmental Accounting

#### Courses Allied to Accounting Studied:

Mathematics of Investments	Corporation Law
Theory of Economics	Credits and Collections
Corporation Finance	Factory Administration
Investments	Business Communication
Money and Banking	Marketing Methods
Business Law	Sales Administration

#### Books Read on Accounting and Allied Subjects:

Noble, Accounting Principles  
Noble, Karrenbrock, and Simons, Advanced Accounting  
Kennedy, Financial Statements  
Holmes, Auditing Principles and Procedure  
Neuner, Cost Accounting  
Croxtton and Cowden, Applied General Statistics  
Stockton, Introduction to Business Statistics

### Experience

Two years of bookkeeping, The Central Pharmacy  
Accounting work, 19-- to 19--, with three Bronx stores

### References

Prof. F. H. Higbee, Manchester Business Institute, New York  
Prof. James H. Mundt, Manchester Business Institute, New York  
Theodore Rau, the Central Pharmacy, New York  
V. C. Brown, Vice-Pres., Commonwealth Bank, Springfield, Mass.

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**Robertson and Rand, Inc.**

410 North Lexington Avenue  
New York, New York

April 24, 19

Mr. George Neilson White  
2223 Edgewood Avenue  
New York, New York

My dear Mr. White:

Your letter of April 22 comes to our New York office at a time when our manager is absent for a week or more. But the letter has come to the attention of the writer, senior member of our company.

Your application makes a decidedly favorable impression. It seems to indicate the individuality and the kind of training which we should like to bring into our organization. While your application, particularly with the tabulated information on the second sheet, puts the matter before us in a form far more complete than we usually get it in an initial letter, it will be an additional convenience to us if you will also fill in the enclosed personal record blank. As you will see, this provides for a further variety of essential information in the most convenient form.

Besides sending in the record blank, will you inform us, please, whether you desire employment soon after college is closed in the early summer, or whether you would be well satisfied to find employment elsewhere and join our organization in the fall. We are also interested in learning of your preference as to location. If you prefer New York, how willing are you to locate at one of our offices farther west?

Our attitude on compensation is to start beginners at a modest rate and to pay them according to their merits as these may develop after a few months. With that general statement, will you kindly tell us your ideas about an initial salary.

We do not require a photograph, but if you have a recent one available, it will help if you will send it along. A formal photograph is to be preferred. A good snapshot, however, has served the purpose in other cases and will now, if more convenient to you.

If you can give this matter fairly prompt attention, your reply will probably come into my hands sometime during the first week in May, when I expect again to be in New York.

Yours sincerely,

*R.R. Robertson*  
President

RRRobertson:GF

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THE REPLY FROM THE COMPANY, DICTATED BY THE PRESIDENT

Note the requests for further information.

2223 Edgewood Avenue  
New York, New York  
April 26, 19

Mr. R. R. Robertson, President  
Robertson and Rand, Inc.  
Public Accountants  
410 North Lexington Avenue  
New York, New-York

My dear Mr. Robertson:

Thank you for your letter of April 24.

I am enclosing the application blank, filled out as you requested, and also a fairly recent photograph. I had intended to try to find a permanent position soon after college is closed. If, however, we can make some definite arrangement whereby I can join your organization early in the fall, I shall be very well satisfied to find temporary employment for the summer.

As to location, I should prefer to be employed in New York although, if necessary, I should not be unwilling to go farther west. I prefer New York simply because my home and friends are located in New York, and I would have an opportunity more often to see my elderly parents.

Although I have no definite ideas as to the compensation I should merit, I would as a general statement suggest that \$250 to \$265 would be a fair initial salary.

I shall be very glad to furnish you with any further information necessary to a satisfactory arrangement.

Yours very sincerely,

*George Neilson White*

George Neilson White

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**FURTHER INFORMATION SUPPLIED BY THE APPLICANT**

Note how the successive points are handled.

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**Robertson and Rand, Inc.**

410 North Lexington Avenue  
New York, New York

May 7, 19

Mr. George Neilson White  
2223 Edgewood Avenue  
New York, New York

My dear Mr. White:

It is my pleasant opportunity to tell you that, on the basis of your satisfactory note of April 26, you have been employed by Robertson and Rand, Inc.

Your work will start in our New York office on September 1, 19--, at a beginning salary of \$235 a month. We are of the belief that you will show the kind of promising progress justifying a higher salary within a reasonable time.

Accept our congratulations.

Yours sincerely,



RRRobertson:GF

President

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THE APPLICANT IS HIRED

**Search for Concreteness and Convincing Detail.** Concreteness is one of the most important of all the requirements that enter into an effective application letter. Concreteness is based upon convincing facts that make it possible for the prospective employer to see what activities you have been engaged in, what your major interests are, what types of work you have a natural aptitude for, where you have gathered your past experience, and perhaps some of the little individual happenings and accomplishments that give background to your personality.

What are some of the convincing concrete details that make letters effective? Examine the third paragraph of the letter on page 358; the second, third, and fourth paragraphs of the letter on page 366. Now read the following passage, taken from a current application:

For one year I was employed as instrument man for general survey work by Orbison and Orbison, Consulting Engineers. During this time I did a wide variety of instrument work--

We interrupt the letter for a moment and ask you to note how weak and unconvincing the statement would have been, had the applicant stopped at the dash. But he did not stop there. He continued with this sharp detail:

--such as run levels, cross-sectioning, precise traverse, water-power survey, primary triangulation, and solar observation, besides running a final location for the key spur of the Green Bay and Western Railway Company at Iron Mountain, Michigan.

When an application letter yields only a weak impression, a rehearsal of fact is almost always missing and nothing but generality appears. Concreteness is the backbone of the letter. Study these examples:

(1) A young woman applies for a position in a public library. In the course of her letter she writes:

As a library worker I have been a Jack-of-all-trades. Some of my tasks were mending books, keeping registration records, taking charge of the contingent fund, and acting as reference librarian in the periodical room of the library.

These details give a definite picture of her background.

(2) A Swiss mechanical engineer, a graduate of the Federal Technical University of Zurich, Switzerland, applies for a position in America. Although he has some trouble in handling the English language, he knows the value of concreteness, and through its use he offsets errors in English idiom. An excerpt from his letter follows:

**Experiences:** Calculations in dynamics, thermodynamics and heat engines, heat transmissions, temperature of the walls in furnaces; calculations of the strength of materials; measurement of the temperature of gases. Calculation of steam turbines, Diesel engines, heat pumps.

From these sharp details the manufacturer to whom he applies can form an accurate idea of his abilities.

(3) A young man answers a magazine advertisement offering a position:

I wish to make application for the position of assistant laboratory technician noted in your advertisement in the February issue of the "Electrical World."

A later part of his letter reads:

Our work consisted of pole setting, stringing of drop wire, poling conduit, pulling in cable, and office survey work. In the last-named project we laid out and designed a cable line and made a drop-wire survey of the city of Milwaukee.

The mind wraps itself around a sharply defined idea cast in concrete terms, but it is deflected from a vague, smooth idea cast in generality. You should project your training so clearly that it cannot be overlooked. Use concrete detail.

**Human Interest.** Rays of human interest light up a letter. These may fall in the paragraph on personal qualifications. On page 356 may be found an example of the use of human interest. Sometimes the flash of one phrase or one detail that takes your prospective employer into some odd little corner of your personality or background is enough to make him remember you and your letter out of the entire mass of those that lie before him calling competitively for his attention.

"My work," writes one applicant, "was interrupted by the war, during which I served as an ensign in the navy." This is a flash of human interest. Others, taken from actual letters of application, center about items like these:

Ability at handling foreign languages

Artistic ability

Skill in design, layout, and related techniques

Knowledge of draftsmanship

Musical training or skill with certain instruments

Leadership in any particular activity—social, athletic, musical.

[Handle this item with care in order to avoid any appearance of boasting]

Exceptional proficiency in a special field—mathematics, copy-writing, secretarial skills, etc.

Domestic or foreign travel, in war service or as a civilian

Any special apprenticeship (Example: One young man had several years of apprenticeship to his father, an expert glassblower of forty years' experience. This apprenticeship got him a position in a chemical laboratory, where he himself became an expert in blowing glass into intricate shapes to be used in chemical experiments.)

### *Some Fields of Human Interest*

A young man who applies for a position with a market-research organization lights up his letter thus:

During my spare time in the last few semesters I have been conducting market investigations for agencies and research concerns. I have made studies of the consumer's breakfast habits, radios, market possibilities for a cigarette-lighter company, and conditions in the building supply and material trades in Chicago. My thesis led me into a study of approximately eleven hundred different commodities in groceries, drugs, and confectioneries. I struggled with such problems as package weights and shapes in relation to marketing value.

On the back of the application letter containing this paragraph, the employer penciled this note: "Pat, I'd like to meet this young man. He sounds interesting."

Among students in a large school are found some with unusual occupational experience, the very mention of which compels attention and interest. Young men are on record as working their way through school as milkman, tailor, golf caddy, tutor, violin teacher, old-English printer, worker in raw furs, meter reader, cartoonist, florist, and public speaker. Young women are on record as working their way through school in the occupation of hairdresser, sales representative for a variety of commodities (including tow ropes), griddle-cake flopper (expert demonstrator), linotyper, and piano teacher.

Most of these young men and women will doubtless apply for work when they have finished their schooling. They will have plenty of material to supply touches of human interest.

**Tone.** Tone must strike a balance between two dangers. On the one side is the danger of arrogance, vanity, and self-conceit. On the other is the danger of timidity, diffidence, and self-abasement. Between these dangers you, the applicant, must make your way. You must avoid a cheap display of egotism, self-praise, and ostentation. Yet likewise you must avoid timorousness, overconstraint, and humility. The desirable tone is that of *rational and modest confidence in your ability*.

For examples of satisfactory tone balance, study the illustrative letters in this unit.

**How to Handle the Pronoun I.** Do not fear the first-person singular pronoun *I*. It is a good pronoun and more popular among people than any other. You are talking about yourself. You are giving information about your training and experience. You are conveying some idea of your personality and your individuality. If the general tone of your letter is modest, there is nothing objectionable in using *I* when you need to. To avoid *I* by elaborate circumlocutions may make the tone of your message seem artificial and insincere.

At the same time the unpleasant repetition of any word should be avoided. A little attention to the phrasing will

disclose ways of keeping the *I*'s down to a reasonable number without straining to hide them. As a general rule, try to begin alternate paragraphs with some word other than *I*. The beginnings of paragraphs are conspicuous. If the same pronoun opens each paragraph, it may, through emphasis and repetition, gather unpleasant attention.

**Avoid Negative Suggestion.** Certain negative suggestions tend to creep into applications. Guard against them. (1) Do not let your letter sound like a wholesale broadcast. It should be tailored to fit the specific situation. (2) If you have had no experience, do not mention experience at all. To say, "Although I lack experience in your type of business," or "I regret that I have no business experience," is to put yourself on the defensive. Use the space to tell what your positive qualifications are and leave the rest of the matter for discussion in the interview. (3) Defer a discussion of salary, if possible, until the interview. You will be unwise to write, "Salary is unimportant," "I care nothing about salary," or "I am willing to start at almost any wage." Such a statement may paint an unfair picture of you; it may cause the prospective employer to dismiss you from consideration as unambitious.

**NEVER Copy Other Letters.** The fatal error is to attempt to express your individuality in the phrases of another. To use the phrases, the sentences, the paragraphs, or even the entire letter of another is only to masquerade in the costume of someone else, to parade in borrowed plumage. You misrepresent yourself and risk your chances. Let us see how this risk may happen.

Two letters of application came to an executive in a firm located on North Wabash Avenue, Chicago. The two letters were identical from beginning to end, without so much as the variation of a comma. The first paragraph of each was:

You probably have been swamped with applications, both personal and written, for positions with your company. Probably each

and every one of those applicants thinks he is essential to your success. And probably you are tired of reading applications, but here is mine.

(For the complete letter see Problem 6 on page 378.)

Each application, of course, killed the other, quite aside from the tone of negative suggestion running through the master model from which these letters were copied. The executive, disgusted, dropped both applicants from consideration. "There," he said, "are two applicants who will 'probably' never get positions with this firm!"

**Beware of "Models."** The application letters you have read in this unit are illustrations of how certain individuals presented their cases. They are *not* "models." So personal is an application that it must be the individual effort of each writer. There should be as many different application letters as there are people to write them.

**Do Employers Recognize Good Application Letters?** A young woman applied for a position in a large public school system. She received this acknowledgment:

We regret that your application for a position in the Department of Commercial Training in our Junior High School reached us after the contract for the position had been given out.

We are sorry for the simple reason that yours is one of the best-constructed application letters we have received this season. We would have been pleased indeed to study your credentials.

In another instance a student wrote to his instructor: "I found out, after I had secured an excellent position at Cornell University, that the leading reason for my success was the letter of application I wrote."

## PROBLEMS

1. C. W. Whalen operates two summer camps on Trout Lake, Wisconsin. Boys and girls up to twelve years of age are admitted. Mr. Whalen begins to consider applications for (a) an athletic director of boys, (b) an athletic director of girls, (c) camp counselors, (d) a camp secretary, (e) a camp

mail clerk. Select the position for which you wish to apply and write your letter of application. Include a data sheet. On it reserve a space for a small photograph.

2. An unexpected opportunity for a four-week position as a correspondent of the General Mail Corporation has developed. A friend employed by the corporation tells you about it. The position is to be filled within forty-eight hours. Write your letter of application, emphasizing your willingness to begin work at once. Include a data sheet, stressing your training and experience related to the needs of the temporary employment. Supply for yourself the details of the work the correspondent is to do.

3. You have wished for some time to live in the neighboring largest city. You have studied the correspondence needs of two large firms. Select the department you prefer (general correspondence, adjustments, collections, advertising, sales), and write a letter of application to each of these two firms, shaping your material to fit the needs of each. The department to which you apply should be different in the case of each. Include a data sheet in each letter.

4. You are about to graduate from your school. You have made a study of business writing, advertising, selling, and related subjects, and you would like a position in which you can make use of this training. Write an unsolicited letter of application to an advertising agency in your city or a neighboring city; or to a large department store in your city or a neighboring city; or to a similar office or concern that you believe may need your service. Ask for a personal interview. Address your letter to the individual who would normally interview you. Include a data sheet.

5. For two years you have been employed by the Ruxton Corporation, of your city, as adjustment correspondent. An opportunity for the same kind of position opens in the Ether Radio Corporation of your largest neighboring city. Write a letter of application to the general manager of the Ether Radio Corporation. Give specific information concerning your work and describe one or two examples of your effectiveness as an adjuster. Include a data sheet.

6. The background of the following letter is explained on pages 375 and 376. Turn to those pages and note the circumstances under which this letter was sent to the same prospective employer by two different individuals.

You probably have been swamped with applications, both personal and written, for positions with your company. Probably each and every one of those applicants thinks he is essential to your success. And probably you are tired of reading applications, but here is mine.

I need a position. I am a recent graduate of the Premier Business College, and feel that I am capable of handling a junior stenographic position. All that I need is the chance to prove it. Surely in view of the predicted increase of business, you are going to need an additional stenographer in your office, and I want to be that stenographer.

May I hope for your consideration? I am enclosing a self-addressed, stamped envelope for your reply.

Rewrite the letter, assuming that you have the necessary stenographic preparation to fill the position applied for. Do not prepare a data sheet.

7. If you can get a part-time position while you are in college, you will be able to obtain a higher education. Select the kind of position you would like to have and for which you have some qualifications, and write an unsolicited letter of application. Include a data sheet.

8. To repay your father for a loan of \$100 for a long vacation that you took last summer, you wish to get a summer-vacation position. Select the type of position you could fill and write an unsolicited application letter. Include a data sheet.

9. From your city newspaper, clip three want advertisements detailing positions which interest you. From these three select one and write a suitable letter of application. Include a data sheet if you think it advisable. Paste all three advertisements on a separate sheet, marking the one you have used. Attach this sheet to your letter.

10. James Cumberland, the senior partner of Cumberland and Fortescue, a leading law firm of your city, is seeking a secretary-stenographer to take the place of his previous secretary, who has resigned. You feel yourself qualified for the position. Apply in a letter; include a data sheet.

## **Unit XI**

### **ADJUSTMENT LETTERS**

#### **SECTION 1**

##### **MAKING ADJUSTMENTS: IRONING OUT TROUBLE**

When Alexander Pope wrote the now famous line, "To err is human, to forgive, divine," he was commenting on human nature—not discussing how to handle trouble through business letters. Yet this one-line pronouncement, written two centuries ago, carries a profound truth for adjustment officers who carry on their daily work in the mid-Twentieth Century. As long as business operations continue anywhere, a certain quota of daily trouble is unavoidable. No human being is perfect. No organization is perfect. To err is human.

The best firm will make some errors, will send out some imperfect goods, will be guilty of some delays in shipment. Some invoices will be checked wrongly, some orders will be canceled, some shipments will be returned, some one of an endless parade of errors will be committed.

**Errors Crop Out in Many Directions.** Errors will not always be those of the firm. Sometimes the customer himself is to blame, sometimes the burden of the error is divided, sometimes the fault is that of a third person or the transporting agent. Errors are common to everyone who has anything to do with business. Hence it is the common problem of everyone to hold them down, to reduce them, and, if possible, to avoid them. When they do occur, they must be corrected as speedily as possible. No one has ever found customers' complaints pleasant to deal with; but experienced adjusters, skillful in the art of settling trouble, know that, if complaints are handled cheerfully, promptly, and fairly, they are builders of goodwill.

**How to Ask for an Adjustment.** Let us begin our study of adjustments by taking the customer's point of view and seeing through his eyes. When trouble happens to him, it looms large and black. He is liable to be bothered, worried, and irritable. Yet these are just the qualities he should not display when he makes his request for the correction.

The requirements for an effective request for adjustment are (1) clearness, (2) careful details, and (3) the smallest possible evidence of irritation. Let us now suppose that you are the customer doing the asking. You recently ordered from a lumber and millwork company a casement window with a lock to make the window burglarproof. You find that the lock is unsatisfactory. How will you write the letter requesting that the defect be corrected? Here is one version:

*Effective Request for an Adjustment*

Can you supply me with a stronger lock for the casement window ordered from you on May 3?

When I tested the catch after fitting the casement into place, I found that it would afford little protection because it pulls out too easily from the receiving socket. This window is in a conspicuous location on the street front and will be much used. Hence, the lock must be secure.

I shall be glad to return the original lock in exchange for a larger size if you wish me to do so, and I shall appreciate your help.

Notice that the letter is constructed thus: (1) subject first, with a request for the adjustment in the same sentence; (2) explanatory detail giving the reason for making the request; (3) courteous suggestion for prompt action.

When it becomes necessary to ask someone to make an adjustment, analyze the facts, determine the central subject, and place it first. This is the *analytical order*. It is better than the *chronological order*, beginning "On May 3 I ordered from you a casement window with a lock." If the chronological order is used, the reader is delayed in reaching the subject and the important point: the request.

The more serious the trouble, the more details should be given and the more care should be taken to avoid anger. To show anger results only in angering the reader and may

defeat the adjustment. The exact difficulty or the extent of the damage should be defined. Charges of neglect, incompetence, or double-dealing should never appear.

**Use the Positive Tone.** In requests for adjustments the positive tone is the key to success. The positive tone suggests that your reader is fair and honest. It emphasizes remedies. The negative tone suggests that your reader is unfair and dishonest. It emphasizes that you have been injured and feel it necessary to fight back. Curb personal feelings and use the positive tone. "In building up a business," writes the president of a well-known company, "we have less to fear from outside competition than from inside bungling, discourtesy, and inefficiency. These are the horse-weights that many a business is dragging around."

**"Settle the Trouble and Keep the Customer."** Bungling, discourtesy, and inefficiency, plus the unavoidable mistakes that creep into the best-managed business, make adjustment departments necessary. The sole purpose of an adjustment department is to take care of things that have gone askew and to set them right. An adjustment correspondent may meet with out-and-out dishonesty, sometimes with stupidity, often with carelessness and ignorance. His patience may be drawn to the breaking point. But he must force himself to remember that his company is in business to keep its customers, not to antagonize them, and that he is paid to take these troubles and handle them properly. The tested rule is: *Settle the trouble and keep the customer.*

**Psychology of Adjustments.** The psychology of adjustments is, in fact, the psychology of tone. Letters can run a full scale of tones from the positive, cordial, and constructive at the top, to the curt, blunt, and blundering at the bottom. Especially is this fact true of letters granting or refusing adjustments. A good adjuster must be an individual acquainted with human motives. He must have an even temper. He must know the power of constructive psychological appeals

and be able to employ them in such a way as to bring about, if possible, a satisfactory co-operative result. A customer cannot be kept unless he feels that he has been well treated. A part of adjustment psychology is to make the customer feel so. The adjustment department must deal with men and women who are disappointed, disgruntled, and irritated over real or fancied wrongs. Accusation, discontent, suspicion—these are the attitudes that the adjustment department must face. It must meet negative mental attitudes with powerful constructive ones. Thus the trouble is ironed out.

The right psychology of adjustment must be observed in the naming of the department that handles the trouble. Years ago it was the custom to call it the “complaint department.” But *complaint* is an ugly, negative, snarling word, bristling with irritation and resentment. When this fact was discovered, companies looked around for a word that more truly represented the function of the department. Today we deal more frequently with “adjustment departments.” The change is worth while. The term *complaint* suggests only the trouble (negative). The term *adjustment* suggests the *settling* of the trouble (positive).

**Granting or Refusing Adjustments.** Letters of adjustment are most effective when their material is arranged in the following steps:

*When You Grant*

1. Be prompt, courteous.
2. Grant the request at once.
3. Give any necessary explanation showing why you grant the request.
4. Close with a cordial invitation for future business.

*When You Refuse*

1. Be prompt; if possible, affirm the customer's mood.
2. Explain the circumstances surrounding the claim.
3. Give your decision.
4. Close with a cordial invitation for future business.

Note that each plan closes with a cordial invitation for future business. Too often an adjustment is made, apparently to the satisfaction of the customer. The episode is forgotten—and the customer never comes back. Yet no adjustment is successful unless the customer's goodwill is

held. The adjustment may fail because of a fault in tone or perhaps an insufficient explanation of how the error occurred.

**If You Grant an Adjustment, Grant It Cheerfully!** A letter granting an adjustment, like a letter granting a favor, is easy to write. The unsolved mystery is why an otherwise well-managed business will allow adjustments to be so granted that they have an effect almost worse than a refusal. If an adjustment is to be granted, it should be granted cheerfully. An adjustment, like a favor, is ruined by grudging consent.

When a business goes to the expense of granting an adjustment, it seems an inexcusable waste of opportunity not to gain from the adjustment every atom of goodwill. If, therefore, the business is going to concede, it should take pains to make a cheerful concession, for, as has been well said, "You cannot sweeten a cup of coffee into which you have first poured vinegar." Here, then, is the prize way *not* to adjust: (1) We are right; (2) you are wrong; (3) we will, however, grant your claim. To follow this plan defeats the end for which the adjustment is made and cancels its value.

Which of the following letters wins more goodwill?

*Grudging*

We are very much surprised at this claim, regarding our very best line of hip boots. We have sold thousands to hunters all over the country and have hardly ever had any trouble like this reported.

Your customer should know that any hip boot has a thin top and should be strapped up.

In this instance, however, since your customer seems much disturbed, we have decided to grant your claim.

It seems to us that customers ought to be able to read plain directions. We are enclosing another folder. Please see that the customer reads this through.

*Positive and Cheerful*

We have carefully considered the claim submitted in your letter of May 16, and, as a mark of appreciation for your care in this case and as an aid to you in giving satisfaction to your customer, we are honoring the claim in full.

A new pair of boots is being sent you at once. Will you help to ensure the customer's future satisfaction by telling him that this pair will give the finest service if it is strapped snugly according to the directions enclosed?

We are particularly proud of this boot . . . [and so on with descriptive material]

**Affirm the Customer's Mood.** Getting in step with the customer is essential in handling those adjustments that must be refused. To get in step with him means to emphasize those points in which the buyer and the seller are in agreement. To emphasize agreement at the beginning is to soften resentment and to throw the reader into a receptive mood. The quickest way to get in step with the reader is to take the "you" attitude.

Getting in step with the customer is possible in these specific ways, any one of which may be used in the first sentence: (1) Thank him for calling attention to the need for adjustment. (2) If the difficulty is a serious one, express emphatic regret. (3) Take a sympathetic attitude toward him. (4) If it is possible to grant the adjustment or part of it, do so at the beginning.

Which of these openings will be used depends on whether the adjustment must be refused wholly or may be granted in part. Affirming the customer's mood at the beginning of the letter is wise because it puts him in a receptive attitude. For the same reason it is good diplomacy, no matter what must be done with the claim. It helps to establish friendly relations before explanation and decision are given. "We certainly agree with you," begins a skillful letter, "that your shipment should have arrived long before this. We are taking vigorous steps to trace it and will telegraph you as soon as we have further information."

But to affirm the customer's mood does not necessarily mean to grant his wish. It merely helps to swing into step with him and to obtain his confidence. It makes it clear to him that the firm is with him and not against him, that fairness will control the final decision, and that his interests will be guarded.

**Work for Goodwill.** The two letters given on page 385 offer an instructive contrast. Note the effect of each upon your own feelings. Try to visualize the man who wrote it and the reaction of the one who received it.

*Curt, Sarcastic, Insulting*

Your complaint of July 15 is entirely unjustified, although your dissatisfaction regarding the present state of your roof was not unexpected. We warned you definitely when you asked us to undertake the job that it was risky to try to lay octagonal asbestos half-thicknesses over that type of ridge-work. Most of our customers have got onto the fact by this time that they can do better by following our 29 years in the lumber and roofing business than by trying to decide such questions for themselves. The only way we are to blame, as far as we can see, is in allowing ourselves to be guided by what you wanted.

We would suggest that in future you follow the advice of someone who knows shingles.

*Tactful, Persuasive*

We certainly agree with you that your roof has not given you the kind of service that most of our jobs are known to give. Our understanding, however, was that you considered durability to be less essential than low price and quick protection. Hence, we rushed the work through in three days less time than we like to take. Our foreman, you will remember, advised against using octagonal asbestos half-thicknesses over your type of ridge-work. He himself did much of the work at the most difficult points. Frankly, your roof lasted longer than could well have been expected.

The Triple-Thick Octagonal is unquestionably the type of shingle for your roof and now at our slack time can be laid for you at low cost. To show you, also, that we appreciate your past patronage, we are quoting you these shingles at a rock-bottom price of 20 per cent discount. When may we figure the new job?

The letter at the left is curt, blunt, tactless, sarcastic, even insulting. In the first sentence it thrusts a hopeless barrier of antagonism between buyer and seller. In the last sentence it takes a superior fling at the customer's ignorance. No effort is made to reclaim goodwill. Attitude and expression are ill mannered.

The letter at the right is straightforward, courteous, tactful, genuine, sincere, and helpful. In the first sentence *it affirms the customer's mood by stressing points on which there is agreement.* The explanation that follows is packed with careful detail based upon convincing facts. It stresses positive elements. The closing paragraph, taking the customer's point of view, tactfully suggests the type of shingle required,

makes a special offer with a discount, and suggests favorable action. An earnest effort is made to reclaim the customer's goodwill. The attitude is sympathetic and courteous.

**Avoid Offensive Expressions.** Certain harsh phrases carry bad associations and should never be used in adjustment work. Others, through overuse, are weak and undesirable. Avoid:

(1) *You state, you say, you claim, you assert.* Such expressions are dangerous because they suggest disbelief. Use, instead, *you report, which were reported.* When criticism hovers in the air, it is well to avoid *you* because it tends to fasten an accusation upon the reader. Contrast:

*Dangerous*

You failed to enclose the sample.

You are wrong in saying that.

You never heard us make such a statement.

You neglected to give the size.

*Safe*

The sample, which was not enclosed, . . .

There is a misunderstanding.

We were in error not to have made the matter clearer.

As size was not mentioned,

(2) *We are utterly at a loss, we cannot understand.* These discourteous expressions imply ignorant carelessness on the part of the customer. They are often found in letters handling customer errors. The expressions also suggest incompetence or lack of alertness in the business itself. Contrast:

*Helpless or Tactless*

We are at a loss to know what has become of your order.

We cannot understand why you failed to include the sizes.

*Alert or Courteous*

We are sending a duplicate shipment of your order.

Just as soon as you let us know what sizes you wish, . . .

(3) *Your complaint.* The disagreeable atmosphere surrounding this word has already been mentioned.

(4) *If this is not satisfactory; or we hope (or trust) this will be satisfactory.* Such expressions suggest that the business itself is not sure whether its adjustment has been correct. If the business is uncertain, the reader will be. The closing sentence should clinch the action taken. Say, for example, "Because we prize our business associations with you, we are glad to make this adjustment."

(5) *Never happen again.* A risky phrase. The error is bound to happen again sometime. But it must not happen too

frequently. A successful business is one that holds the goodwill of customers and, through careful supervision of its activities, permits only the fewest possible mistakes. Say, for example, "We shall be careful to guard against this error in the future."

**Business Is Friendship, Not Warfare.** The difference between the "crack" adjuster and the "third-rater" lies in the considerations that have been studied thus far: (1) a knowledge of the psychology of adjustments; (2) a knowledge of human nature; (3) use of the positive tone; (4) use of the "you" attitude—seeing the reader's point of view; (5) avoidance of offensive phrases.

**Choose Friendship Phrases.** Just as there are harsh and undesirable phrases to avoid, so there are tactful and winning phrases to select. In writing adjustment letters that will hold customers, the skill lies in the phrases used and the particular turn given to them. Now and then a writer has the gift of knowing how to give a pleasant twist to an unpleasant subject. While he actually says "No," he comes as near to saying "Yes" as could well be imagined. One man can take a situation and make it as bitter as gall. Another can take the same situation and make it almost as pleasant as a summer breeze. In following pages illustrations will be given to show how this is done.

## PROBLEMS

1. (a) In each of the examples below, identify the negative words and offensive phrases.

(a)

Your complaint regarding our Powerplus attachment is certainly a big surprise to us, as it is the first of its kind we have ever had. You must have attached it wrong.

(b)

The set of lamps which you claim arrived in bad shape . . . .

(c)

We will have to refuse to allow you to examine our reports, inasmuch as it would be a breach of confidence for us to allow you to do this.

(d)

While this may not be satisfactory, we think it will settle the trouble.

(e)

Don't you think you are going pretty fast to talk about putting your claim for a little bundle of laundry into the hands of your attorney? Is that the way to treat a reliable firm like us? Now we are going to try to fix this up.

(b) Rewrite each of the examples in such a way as to cure the defects of adjustment procedure. *Suggestions:* Affirm the customer's mood. Use conciliatory expressions.

2. You have purchased from Johnson Mail-Order Company, 392 Main Street, Chicago 7, 50 feet of heavy ribbed garden hose. You requested in your order size  $\frac{3}{4}$  inch. The shipment is in size  $\frac{1}{2}$  inch, and the ribbing and the weight are lighter than you had expected for the price. You checked your order before you sent it, by examining the garden hose belonging to your neighbor, who showed you in the catalog the exact number and weight and size he ordered. Your shipment does not come up to his garden hose in quality. Ask for an adjustment.

3. Ten days ago you bought a typewriter from the Reconditioner Typewriter Company, of Kansas City 5, Missouri, on the basis of this company's advertising in *Printers' Ink*. The typewriter gave reasonable service for only six days, after which the shift key, the ribbon reverse, and the space bar began to cause trouble. The best local repair shop has quoted you a price of \$7.50 for repairs. You feel that you were sold a defective typewriter. The company's advertisement carried a guaranty. Ask for an adjustment, requesting instructions on what to do with the defective machine.

4. You ordered by mail five days ago, on a C. O. D. basis, one copy of Woolley and Scott's *New Handbook of Composition* from Brentano's, 921 State Street, Chicago 4. The book was received and paid for by a member of your family during your absence. Through an error a secondhand copy was evidently sent, for you have found smudges and three damaged pages. Request an adjustment, asking permission to return the book in exchange for a new copy.

5. In February you sent in a subscription to *Best News Weekly*. It is now November, and you have received only

twelve copies. Write the *Best News Weekly*, Strong Building, Milwaukee 3, Wisconsin, asking for the proper adjustment.

6. Not long ago a certain manufacturing company wanted an advertisement placed in the *Daily Cardinal*, the student newspaper of a university. Through an error samples of the *Cardinal*, requested by the advertising department of the manufacturer before placing the advertisement, were not sent. The manufacturer decided to trust the staff of the paper to put the advertisement in the right place and form. The advertisement appeared as shown at the right.

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**CLASSIFIED ADVERTISING**

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**FOR SALE**

POPULAR oversized pearl-inlaid fountain pen, unconditionally guaranteed to wear forever. Direct-to-user price, \$5.95. Five-day return privilege. Specify Jet-Pearl or Marine Pearl. Sent postage prepaid on receipt of your check or money order. The Crayton Company, 3201 Washington Avenue, Flint, Wis.

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BABY SEAL fur coat. Value, \$200. Will sell for \$85. Call BR6750.

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Four days after the advertisement appeared, the manufacturer wrote the following letter to the *Daily Cardinal*:

My dear Sir:

Please refer to the Classified section of the *Cardinal* of May 1. Because some numbskull ran the Crayton ad under the "For Sale" caption, the first three lines give the reader the impression that someone is trying to sell a second-hand fountain pen.

For a week before we ran this ad we tried to get you to send us samples of your paper so that we might select the caption under which to run a classified ad such as this. The samples were not forthcoming so we decided to trust to the judgment of the *Cardinal* to use a caption that would do us the most good.

If you have any idea of getting more of our business, particularly display space that we had expected to run consistently in college periodicals throughout the country, you will recognize the wisdom, as well as the fairness, of running this same ad for two more days under a suitable caption, without further charge or delay.

Just why your staff would place an ad such as we gave you under the same caption that is used to run a 26 cent ad about a second-hand fur coat is something that we should like to understand more about, if you will be so kind as to write us.

Yours truly,

(a) Criticize this letter from the viewpoint of tone, plan, attitude, and effectiveness as a request. (b) Rewrite it.

## SECTION 2

### THE FOUR CHIEF TYPES OF ADJUSTMENTS

**The Key Question: Where Does the Fault Lie?** If human beings knew how to reach perfection, business would make no mistakes, customers would make no mistakes, transportation carriers would make no mistakes, and we would live in an errorless world. Adjustment departments would vanish, and adjustment officers would look for other jobs. No one would need to ask the key question: Where does the fault lie?

Of course, no such millennium will ever arrive. Adjustment departments will be destined to the end of time to wage friendly warfare against human error. Like Shakespeare's Hamlet they must

". . . take arms against a sea of troubles,  
And by opposing end them . . . ."

Writes the general manager of a company catering to women: "It costs our company several dollars to get a customer. Furthermore, each customer has friends who are customers. We know of actual cases where other companies by dissatisfying one customer have lost the business of from ten to a score of her friends. It does not take long for ripples of discontent to spread pretty widely."

No better confirmation could be given of the pressing need for keeping the sales point of view in analyzing adjustments. For the ripples of satisfaction that spread from a well-handled adjustment, concluded by an adjuster with his eye on future sales, spread just as widely as do ripples of discontent.

**The Adjustment Viewpoint of Marshall Field and Company.** Caleb, an editorial writer, in a series of editorials over the signature of Marshall Field and Company, of Chicago, speaks shrewdly of the vital role good adjusting plays in improving store service. "It sometimes happens," writes Caleb, "that complaints against the store are registered. . . . No matter what they involve, we are always glad to learn about such conversations, and if they serve to clear up a

misunderstanding, we are *more* than pleased. In any organization as large as ours, errors will sometimes occur." And note how, in the concluding paragraph, the friendly point of view emerges in Caleb's analysis:

Those friends who discuss such occurrences and bring them to our attention give us the thing we most desire: a chance to straighten out the record for the benefit of our customers and to make a change or improvement if one seems to be needed. Some important improvements in and additions to our service have been brought about through such friendly criticism beginning in a casual conversation.\*

**The Four Chief Classes of Adjustments.** The four chief adjustment situations are classified according to the one who is at fault. Each situation calls for a tested arrangement of material varying according to the following circumstances: (1) when the company is at fault, (2) when a third agency is at fault, (3) when the fault is divided between the company and the customer, (4) when the customer is at fault. Let us now consider each of these classes.

**When the Company Is at Fault.** In this situation grant the adjustment instantly and completely with your material in this order:

- (1) Grant the request promptly and courteously.
- (2) Give any needed explanation for the action.
- (3) Close by cordially inviting future business.
- (4) Recheck to see that the adjustment is complete, that it is positive in tone, and that it will hold goodwill.

**When a Third Agency (Usually the Carrier) Is at Fault.** A carrier may be at fault because of damage in transit or delay. If the carrier is shown to be responsible for either or both, the company's adjustment letter must explain the action the customer should take to protect the company in case of damage or to speed the delivery. The consignee should, however, make sure that there is no shortage or apparent damage before he signs the receipt acknowledging that the shipment was received in good condition. Concealed damage—which

\* Editorial quotations by permission of Marshall Field and Company.

sometimes occurs in goods crated or wrapped in such a manner as to keep the damage from being apparent—may be made the subject of a claim later. When goods have been damaged in transit, the consignee should be sure to have the freight agent make a notation of the damage on the freight receipt before it is signed. Afterwards the consignee may take the goods and make a claim against the carrier. No claim can be made against the shipper. He is not at fault.

Some progressive companies—even though they may not be legally responsible for the safe delivery of a shipment by the carrier—gain goodwill by making a prompt adjustment themselves and putting in their own claim against the carrier. When necessary, they obtain the aid of the customer; but they win his valuable goodwill by taking the weight of the responsibility upon themselves. The plan followed is the same as that which would be used had the company itself been at fault. The difference is that the customer, knowing that the company is not obligated to act, doubly appreciates the help.

**When the Fault Is Divided Between the Company and the Customer.** When the error is divided, first search for the positive elements and emphasize them. Follow this plan:

- (1) Be prompt and courteous.
- (2) Adjust at once your part of the fault.
- (3) Mention the customer's share tactfully and as impersonally as possible.
- (4) Give any necessary further explanation.
- (5) Close on the note of future satisfaction.

A customer may, for example, write a very vigorous letter asking for an instant correction of what he thinks is the company's error, but he may mention that in the past he has had pleasant dealings with the company. The latter is the positive element you are looking for. Open with it: "We are always pleased to have our customers tell us of their many satisfactory dealings with us. We are then even more determined to keep up the good record."

**When the Customer Is at Fault.** Unfortunately the disappointments arising from the customer's own shortcomings do not make his grievances any the less real. Nor does he feel any obligation to keep his disappointments to himself.

The customer is often at fault. Customers are no more infallible than the companies from which they buy. Everyone makes a mistake now and then. He puts the wrong figure down. He forgets something. He omits the samples, seals the envelope, and sends it on, not noticing his error. He neglects to give the size, the color, the quality, or the serial number. He misunderstands the directions on the order blank. He may commit scores of other human errors. Follow this plan in handling the difficult situation:

(1) Put something pleasant first. For example, thank the customer for the order.

(2) Courteously state the facts and make the statement impersonal. Avoid: "You failed to give the size." Use: "As the size was not given, . . ."

(3) Assure favorable action as soon as the customer's error is corrected. Stress future satisfaction.

**An Adjustment with the Company at Fault.** In auditing its accounts, a firm found an error in one of the bills sent it by a company from which it made purchases. The necessary adjustment was requested thus:

*A Request for the Adjustment of a Billing Error*

In auditing our vouchers, we find a discrepancy in your invoices covering our purchase orders No. A-6162 and No. 5806.

Both orders covered No. 2876 sections. On order No. A-6162 you entered us for \$54.75 each, less 20 per cent. On order No. 5806 you entered us for \$55 each, with *no* discount.

Apparently this error is due to an oversight of both your billing department and our invoice department. We feel that you will want to send us a credit memorandum for \$33 to adjust.

Notice the clearness with which the letter tells what the trouble is and what the customer wants. The exactness of detail helps to bring the desired results. The tone is courteous. Notice the appeal to fair play and the quiet assumption that the request will be granted.

Three days afterward came the following answer :

*The Correction Is Made*

*Prompt  
Action  
First*

Enclosed is our credit memorandum for \$33 covering the discount asked for in your letter of October 23.

*Explanation*

The correct list price on these files is \$55, and the discount should be 20 per cent. It was our oversight in not allowing this 20 per cent discount on our invoice of August 15.

The list price of \$54.75 on the second invoice is, of course, in error. Although we have no record, it is possible that the list price was quoted wrongly. The correct list price for August is \$55, and we are crediting your account on that basis.

*Cordial  
Close*

Thank you for calling the error to our attention. It is a pleasure to rectify it at once and to assure you that we are ready for your next order.

**An Adjustment with the Carrier at Fault, the Company Taking the Initiative.** Progressive companies win goodwill by assuming some of the customer's troubles caused by damage or loss in shipment. The customer is often unfamiliar with the steps to be taken; he may even be much distressed about the damaged or lost shipment. He finds it a welcome relief to have the company's specialists take over the responsibility and save him the worry. The following letter is effective :

*A Company Adjusts a Carrier's Fault*

*Prompt  
Action  
First*

We are sending you today another mission mahogany smoking stand exactly like the one you first ordered.

*Explanation*

Evidently the first shipment was damaged in transit, for we have a receipt from the Union Pacific indicating that the stand was received perfectly crated. This fact throws the responsibility for the adjustment on the railroad. But railroad adjustments are usually slow; and, knowing how much you wish to give this gift to your husband on his birthday, we have taken this means to see that the beautiful stand gets to you at the time you want it most and in perfect condition.

The damaged shipment should be left in the hands of the railroad agent. We shall enter an immediate claim with the railroad, and you will not be troubled further.

*Cordial*        { We are glad to get the gift to you in time. We hope  
*Close*        { the birthday will be a most pleasant occasion.

The customer was delighted to know that her birthday gift was to arrive in time after all. The goodwill and the future patronage earned by the company paid many times the expense of handling the adjustment with the railroad.

**An Adjustment with the Fault Divided.** In the following case there was a possibility that the customer was a poor gardener. But the company had an opportunity to stimulate goodwill at small cost through duplicating the order willingly and tactfully. The first example was the original letter; the second, the revision.

*Antagonizes Customer*

We are at a loss to understand why your Cannas and Bush Limas did not do better. Ordinarily we get no complaints at all on these. Moreover, it is not usually our custom to replace orders of this kind; for if we tried to guarantee them, we would always be getting fake comebacks.

In your case, however, we will replace the order, asking that you be particularly careful in the planting this time.

*Holds Customer*

We were sorry to learn of the bad luck you had last spring with the Cannas and the Bush Limas. The season was not a good one and was a trying experience for gardeners everywhere. We hope that this spring will more than offset last year's poor results.

By parcel post we are sending you more Canna bulbs and another package of Limas, carefully selected. With them go our best wishes for good luck.

**An Adjustment with the Customer at Fault.** Dan Hardin, of Wichita, Kansas, requested an adjustment on his shingle slate roofing almost three years after the roofing had been put on. He addressed the president of the mail-order house from which he had made the purchase. An examination of the facts showed that Mr. Hardin was wholly at fault.

So serious was this case that the facts were summarized at the beginning of the reply. The task was to place the blame where it belonged and yet to hold the customer. Note the clearness of the answer written by the general manager:

*A Company Refuses an Adjustment Because of the  
Customer's Fault*

*Courteous  
Neutral  
Opening* { Your letter of July 19 addressed to the president of this company, requesting an adjustment on your shingle slate roofing, has been referred to me for an answer. I am glad to reply.

To be able to write understandingly and clearly on this subject and also to review the facts for you, I have gathered the following information from those who have handled the previous correspondence:

We received your order for this roofing on October 18, 19—, and shipment was made ten days later.

*Careful  
Review of  
All Facts* { Two years after this purchase was made, your letter dated September 20, 19—, was received. It requested an adjustment on this roofing, which apparently was not giving satisfaction.

Investigation was made to find the reason. It was discovered that the shingles, which should have been nailed at the apex of each triangular point according to directions, were also nailed at the sides. The necessary expansion and contraction of the roofing consequently tore holes in the shingles.

In order to help you out of this difficulty, we offered, in our letter of November 7, 19—, to pay half the price of a new roof. This is the last correspondence up to the present time.

*Decision* { We now renew our offer to you, subject to acceptance within ten days. After August 3, 19—, it will be withdrawn.

*Cordial  
Close* { You will agree that this concession is liberal, considering the lapse of time since our original offer. We shall be glad to receive your order for the roofing in accordance with our offer, and for any additional roofing that you may need.

The general manager emphasizes the liberal steps that the house has taken to retain the goodwill of the customer. The firmness of the tone of the renewed offer is justified by the long delay that the customer has already made.

**Solving Adjustment Puzzles.** Sometimes difficult situations require exceptionally skillful handling to bring them out right side up. The more complex the situation, the more it tests the mettle of the adjustment officer.

**The Case of the Collar Manufacturer.** A retail haberdasher returns a quantity of collars to the manufacturer, making the claim that they are unsatisfactory but failing to specify what is wrong. The manufacturer is of the opinion that the retailer is trying merely to return surplus stock, a privilege that the company does not permit. How would you, as the company's adjuster, handle this situation? The customer may believe himself right in claiming a defect. Probably, however, the manufacturer is correct in his conclusion. Would you answer by making a direct refusal to accept the shipment when it arrives? The letter below at the left was used in handling the case. It lost the goodwill of the retailer. If the adjuster had been more skillful in interpreting his company's policy and in expressing it tactfully and positively, he might have written the version at the right.

*This Letter Lost the Retailer's  
Goodwill*

We note you have returned a quantity of collars, claiming that they are not satisfactory. You do not, however, state just what is wrong with them. As it is against our policy to accept the return of any collars for credit or exchange, we regret that we shall be unable to accept the package upon its arrival.

We have on our books many thousands of accounts. Were we to accept returns for the reasons that might be advanced, each one of these customers would be justified in returning for credit his surplus stock at the end of each season. This condition would create an impossible situation for us.

As a result we have made it a rule not to accept the return of collars for credit or exchange unless they are defective. In that case we ask that we be noti-

*This Letter Would Have Held  
the Retailer's Goodwill*

Just as soon as the package of collars, specified in your letter of June 27, has arrived, we will route it to the inspection department.

If the report they give us confirms your belief that there is a defect, we will credit your account in accordance with our policy of guaranteeing perfection in quality and workmanship.

As you know, the company does not accept the return of any collars for credit or exchange unless they are defective, in which instance we are glad to make an adjustment.

If our inspection shows that this shipment meets our exacting standards and that no defect is in evidence, we shall be unable to accept the collars for credit and shall hold them here for you.

We appreciate the co-operation of our dealers, and in any future

fied of the defective goods so case of possible defects we ask that we can suggest the proper that you first notify us before disposition of them. sending the package.

Note contrast in plan and tone. The first letter refuses outright without recourse, risking a grave error in judgment. The second makes its refusal contingent upon the outcome of the inspection. It gives the customer the benefit of the doubt, a policy wise in adjustments because it often prevents embarrassing errors. The rewritten version makes clear the fixed policy, but it seasons its expression with courtesy.

**The Case of the Defective Book.** A customer, after buying a book from a publishing company, claims that it is dirty and shelf-worn. He sends an irritable letter announcing that he is going to put the book on his desk with a sign on it telling the public about the kind of books this publishing company foists onto its customers. How would you, as the company's adjuster, handle this situation? Would you assume a lofty air and chastise the customer for losing his temper? Would you humble yourself in a tearful apology, assenting to every slur he has made? Or would you take a sporting attitude, as did the adjuster in the following letter, getting in step with the complainant in the first sentence and vigorously affirming his mood? \*

*Conversational, Sporting Answer*

You certainly have every right to rise up in wrath if that book is only half as bad as you report it to be. In putting it up on your desk with a big sign telling the story about your experience, you are doing the right thing. You are doing it because at the present time you are convinced that people cannot deal with us without getting "stung."

But as your only wish is to be fair—and we are sure of that—you must also tell on that sign what we did when you called to our attention our failure to give you 100 per cent service.

This is what we do: First of all, we are asking the shipping clerk to send a brand-new book, and Heaven help him if he doesn't! Then we are going to say this: You can have your money back in addition to the new book, or we will do any other thing you want us to do that will convince you that we are a fairly decent lot of folks in this office.

---

\* Adapted from a letter in the *Business Educator*, XXVIII, p. 18.

This letter recaptured the customer's goodwill. The informal tone, just touched with whimsical humor, gives the impression that the writer is talking to his reader face to face. There shines through the lines the personality of a man who wants to work with others in the spirit of fairness. The customer later called upon the company and met the writer of this letter. The two became personal friends.

**The Case of the Rude Salespeople.** Two salespeople in a department store are rude to a customer. The usual penalty for this offense is dismissal or the sincerest of apologies. The employees, as accredited representatives of the store, have caused serious damage to the store's good name. Unless the damage is repaired, a valuable customer will be lost. Yet to dismiss the two salespeople may cripple the personnel of the department and may not be at all effective in bringing the customer back. How would you solve this puzzle? Here is how one store manager handled it:

*A Department Store Solves a Difficult Problem*

*Courteous  
Apology  
and Action  
First*

We deeply regret to learn from your letter of December 19 of the disrespect and discourtesy shown you by two of our employees on December 17. We have investigated this matter carefully, and we are sure that you will have no further annoyance.

These two people have apologized most sincerely for their actions. We feel confident that with your fair-mindedness you will forgive them for their conduct and will not hold any ill feeling toward them or this organization.

*Explanatory  
Material,  
Store  
Policy*

We are very glad that you brought this matter to our attention because it has made it possible for us to eliminate any probable recurrence of such objectionable incidents. The policy of this store is to give service with courtesy, and we are endeavoring to perfect this system to the highest degree.

Our records show that in the past you have placed great confidence in us, if we are to judge by the amount of buying that you have done in our store. Will you not overlook this unfortunate episode and give us an opportunity to make good our policy by calling on us in the near future?

*Cordial  
Close*

We have recently added a new feature to our shopping helps. Miss Kathryn Dayton, our shopping lady, is prepared to give you personal suggestions for your Christmas gifts and to assist you in the selection of these gifts. Just ask for Miss Dayton—she is at your service.

Serious situations usually make it wise to apologize at the outset. This letter does so. The positive elements of the customer's co-operation and the store's favorable policy are taken up in the third paragraph. Then follows appreciation for past patronage and finally emphasis on a new shopping feature, which draws matters back into the normal channel of cordial relationship.

**Settle the Trouble and Keep the Customer.** In all four of the chief adjustment situations the aim is to settle the trouble and keep the customer. Experience shows that this is best done by following the plans given. The easiest thing to do in business is to lose a customer; the hardest thing to do is to get one. The adjuster must abolish anger, forget resentment, put the best foot forward, and work for the next order.

**Summary of Adjustment Procedure.** The adjuster, whose professional job is trouble-smoothing, must:

(1) Take each request seriously. To the customer the smallest claim is important. What may seem to the company the tiniest trifle is to the customer perhaps mountainous in significance. Do not underestimate.

(2) Be sure to satisfy as far as satisfaction can be carried in the light of justice to both the company and the customer.

(3) Show a desire to be helpful in smoothing out the trouble. Work for the next order. Many companies compromise on the side of generosity because of what such a compromise may mean in future patronage.

(4) Analyze each letter for the right solution. An adjustment letter is a delicate instrument and must be based upon the right reasoning. (a) Determine what is best to do in the given situation, (b) make a plan, and (c) choose tactful expressions. The man who complains is in a sensitive state

of mind. Choose words warily to fit the delicate instrument of which they become a part.

"How do you mix your paints?" inquired an art student of a master painter. "Easily enough," was the great painter's laconic reply. "I mix them with brains."

"How do you write your letters?" might be asked of a master writer of adjustment letters or, as we shall see in the coming pages, a master writer of collection letters. "How do I write my letters?" is the answer. "I write them with brains."

Writers of adjustment letters—the trouble-smoothers—must, to do their best work, equip themselves with an attitude of understanding, a fair grasp of human nature, and a good supply of common sense.

## PROBLEMS

1. W. R. Warren, 525 Elmside Boulevard, Massillon, Ohio, has ordered, as a Christmas gift for his sister, a necklace from The Marshall Company, 604 South Marquette Street, Sandusky, Ohio. The order is misplaced and comes to light only three weeks before Christmas, although it had been placed early in November. The necklace is rushed to Mr. Warren, but it is found to be of the wrong length and design. It is now too late to obtain the right necklace in the time remaining, although there would have been ample time to make the adjustment if the original delay had not occurred. Mr. Warren knows this fact. Write the adjustment letter for this serious situation. Accept full responsibility and suggest that the customer let the company make up a necklace to be worn during the Christmas holidays and to be later exchanged for one of the exact design ordered. Make use of resale with regard to both the article and the company policy.

2. You have ordered a special chair-side magazine rack as a birthday present for your mother. The rack arrives eight days beforehand and in a badly damaged condition. The damage evidently has taken place in transit, but you have no clear idea as to how to make a claim against the railroad. Moreover, you have no time to wait for a long-delayed adjustment.

The present must be on hand on the occasion for which it was ordered. Write the furniture company asking for its help in this situation and requesting it to adjust the difficulty by shipping you a new rack.

3. You are the business manager of the *Daily Cardinal*, a student newspaper. You receive the letter reproduced in full on page 389, which was written by the advertising manager of The Crayton Company. Grant the adjustment asked for. Of course, you do not like the tone of the letter requesting the adjustment, but you do not allow your dislike to color your answer. Work to reclaim the goodwill and the future patronage of The Crayton Company.

4. You are an adjuster for the Johnson Mail-Order Company, of Chicago. Grant the adjustment asked for in Problem 2 on page 388. The error was made by the company.

5. You are the manager of the Reconditioner Typewriter Company, of Kansas City 5, Missouri. Grant the adjustment asked for in Problem 3 on page 388. In this instance ask the claimant to return the defective typewriter by express collect, telling him that you will service it, remove all defects, and return it with your usual guaranty.

6. You are a correspondent for Brentano's, Inc. Grant the adjustment asked for in Problem 4 on page 388.

7. You are the circulation manager of the *Best News Weekly*. Grant the adjustment asked for in Problem 5 on page 388.

8. The Universal Auto Parts Company, 110 East Main Street, Providence 2, Rhode Island, returns to the Six-Ply Rubber Company, 619 West Washington Street, Akron 7, Ohio, eleven sets of assorted brake linings and asks that its account be credited properly. Write the letter requesting the adjustment.

9. The credit asked for by the Universal Auto Parts Company in Problem 8 has not been issued, although a month has passed. They send a second request to the Six-Ply Rubber Company, for which you are now the correspondent. Your

company is at fault. Write the Universal Auto Parts Company, granting the adjustment at once.

10. The firm of Thomas and Brown, 311 North Park Street, Herkimer, Virginia, dealer in glassware, ships four mirrors to the Pittsburgh Plate Glass Company, 7000 Duquesne Way, Pittsburgh 21, Pennsylvania, presumably for resilvering, but no definite instructions come with the shipment. The Pittsburgh Plate Glass Company is unable to proceed with the matter until it has a definite order for the work, to protect both the company and the customer. Write the proper adjustment letter.

11. It develops that the entry department of the Pittsburgh Plate Glass Company overlooked instructions contained in a letter that came a day or so before the four mirrors mentioned in Problem 10. These instructions were detailed and correct, and they included a definite order for the work. Write the necessary letter, including an apology for the needless delay.

12. You are a member of the adjustment department of School Supplies, Inc. Under the direction of your general manager:

(a) Make a list of six adjustment situations that have arisen. Three of these are to range from mild to fairly serious. The other three are to range from serious to very serious. In two cases your company is at fault; in two cases the fault is divided; and in two cases the customer is at fault. (b) Write a suitable adjustment letter for one of the very serious situations. (c) Write one letter for a situation in which the fault is divided. (d) Write one letter for a situation in which the customer is at fault.

13. The following letters are reproduced exactly as they went into the mail. Write a brief criticism of each one on (a) plan, (b) tone, (c) expression, (d) attitude, (e) adjustment success.

(a)

We have your favor of the 19th, in reference to the lost package of goods, which were shipped to you last Fall.

We have sent out a tracer from this end, and as soon as we hear the results, we shall communicate with you. However, it is not

our fault that this delay had been caused, as you took months and months time to let us know that this parcel was lost.

We positively resent the last paragraph of your letter in which you state that you want to turn this matter over to an attorney for handling. That is what we should have done after you didn't pay our bill for over five months last fall.

(b)

We are rather surprised at the contents of your letter of April 30th, as we thought we were doing you a favor by sending Rock Island Sheepswool, worth 50¢ a pound more, instead of Cuba's, as the Cuba Wools have not been running well.

We have no objection to this, however, and are sending you Cuba Sponges instead. We cannot express ourselves mildly at your action, as this whole matter has been disgusting.

We know that you won't favor us with future business and for this reason do not hesitate to tell you so.

14. You are adjustment officer of the Anson-Calderwood Company, importer and packer of sponges and chamois, 1118 King Avenue, Toledo 3, Ohio. Rewrite letters (a) and (b) in Problem 13.

## REVIEW

Each of the following sentences contains at least one error. Rewrite the sentences; correct all errors.

- (1) We received his check. Made out for the wrong amount.
- (2) The merchandise you returned have been received, it has been credited to your account.
- (3) Your account which amounts to \$50.87 is now one month overdue.
- (4) We will be glad to have you as one of our charge customers.
- (5) There was two mistakes in the statement sent to the customer.
- (6) He felt badly when the store closed his account.
- (7) We have received your check but we notice that it is for the wrong amount.
- (8) The invoice sent to the retailer covered one hundred ninety-two items and amounted to five hundred dollars and seventy-five cents.
- (9) Although he has sufficient capital the bank refused to lend him the money because he was considered a poor credit risk.
- (10) The company changed it's policy of requiring a down payment on purchases amounting to two hundred fifty dollars or more.

## **Unit XII**

### **CREDIT AND COLLECTION LETTERS**

#### **SECTION 1**

##### **GRANTING AND REFUSING CREDIT**

**The Credit Privilege.** From the customer's viewpoint credit is the privilege of getting the goods now and paying for them later. This privilege is valuable. In effect the firm says, "I believe that this customer will be able and willing to pay for these goods when he is notified that the payment is due. Therefore I am willing to ship these goods to him without requiring him to pay cash for them until later."

Credit is the company's faith, belief, and confidence in the customer's ability to pay for goods within a specified time after they have been delivered. The specified time is usually thirty days; but it may be sixty days, ninety days, or longer according to the character of the business.

**Credit Multiplies the Volume of Business.** One may ask, "As credit extension is expensive, why not do all business on a cash basis?" The answer is this: the extension of credit multiplies the amount of business that can be done with a given capital. Suppose that a merchant has \$100 to use in stocking one department of his store. The markup (the difference between the wholesale price and the retail price) on the goods is 25 per cent,\* which will cover his cost of doing business and leave him a net profit. He buys these goods from the wholesaler on terms of 2/10, net 30, meaning two per cent discount for payment within ten days, the net amount due at the end of thirty days. Through good management the merchant sells these goods at retail prices in twenty-five days

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\* The markup in this illustration is figured on cost, for the sake of simplicity. The modern method, and the better one, for figuring markup is to base it on the selling price.

and therefore takes in a total of \$125. But, as the net amount is not due the wholesaler until thirty days after the date of purchase, the merchant does not have to pay until the expiration of five more days. In short, he has made his profit without spending a single dollar of his own capital. In the meantime he has had this \$100 of capital available for active use in a hundred other ways. Usually he has to have the capital before he can get the credit. The possession of the capital simply multiplies, through additional credit, the volume of business the merchant can undertake and, hence, the profit he can make. Credit has made possible the development of a volume of business equal to many times the volume that could otherwise be transacted.

**Taking the Discount.** Merchants try to take their discounts as a matter of business efficiency. Under terms of 2/10, for example, they pay a bill within ten days from the date of purchase. They are then privileged to deduct 2 per cent from the amount of the bill and to remit the balance. They are credited with payment in full. Thus they make 2 per cent (by saving it) besides the normal profit on the retail sale of the goods. In hard times even the best merchants find it difficult to discount their bills. A merchant who discounts his bills is never subject to collection pressure because he is never delinquent. He belongs to the gilt-edge credit group.

**Business Value of Credit.** Credit represents the customer's power to buy without paying cash. The credit officer must determine whether the customer really has this power or only an imitation of it. Alexander White carries on a profitable department-store business in a city of seventy thousand. He has just erected an ultramodern five-story building. Investigation shows him to have adequate capital, a satisfactory stock turnover, sound policies of markup and markdown, and up-to-the-minute systems of stock control. He has purchased merchandise wisely and in large quantities. In a current year he has done a business volume of \$2,000,000. Does Mr. White possess the power to buy without paying cash? There can be

no doubt of it. The credit man of the wholesale house recognizes Mr. White's ability to pay within thirty days or sixty days, and he approves the application.

**Character, Capital, and Capacity.** The credit man appraises every application for three factors:

(1) Has the applicant *character*? Is his record that of a man who is steady and dependable? Does it indicate integrity in the man behind it? In negotiations with others, does the applicant show a sense of obligation? Is he honest, straightforward, aboveboard in his business dealings?

(2) Has the applicant *capital*? Does he have enough money in his business to "turn around on"? Is he, in other words, adequately capitalized? What is the present ratio of his assets to his liabilities? of his assets quickly convertible into cash (quick assets) to his liabilities that must be met in the near future? What is his general financial status?

(3) Has the applicant *capacity*? Does his record show that he can carry on a successful business, that he has a business head? Is he making progress or losing ground? Has he chosen his location well? Has he chosen a business in which there are expanding opportunities? In general, does he show an aptitude for management and good judgment in meeting business situations?

Of the three credit C's the most important is character. A famous international banker once lent a large sum to a young man with almost no capital and with no material security. Asked why he was willing to assume such a risk, he answered: "First and foremost, character. Second, capacity. That young man has both. I'm supplying the capital. I've seen to it that he has adequate life insurance. The rest is a foregone conclusion. I'll get my money back."

Alexander White, the owner of the department store in a city of seventy thousand (page 406), shows a dependable character in his record of achievements. He meets his obligations promptly. He takes his discounts. He has a reputation for fairness. The figures show his capital to be adequate. Finally, his capacity is proved by his efficient management and by the growth of his business.

**Investigating Credit.** A credit account may be opened by any of several methods. (1) The customer may request credit in a letter. (2) He may request it with his first order. (3) He may simply send in the first order and leave the credit decision to the company. (4) A merchant buying on a cash basis may show promising growth, and the seller may offer him credit. No matter what the method, credit is granted only after investigation. In requesting information from the customer, emphasize that the facts requested form a part of the uniform requirements for credit extension. This statement avoids the implication that the customer's financial standing has been questioned.

The following letter was sent to a retail customer who had requested the privilege of opening a charge account.

*Requesting Credit Information*

It is a pleasure to consider the matter of opening a charge account for you. We have enjoyed your past patronage.

Before opening charge accounts, we must have certain references and information as a matter of customary credit routine. In your answer will you please include the name of a bank with which you do business, and the names and the addresses of two persons in the city to whom we may refer? From the length of time we have enjoyed your patronage, we judge that you have been for several years a resident of Springfield. Have you charge accounts at other department stores?

Just arrived are some attractive patterns in table linen of the same quality as the piece you were considering on Friday when you asked about credit. Perhaps you will want to see them.

The following letter handles the case of a customer about whom certain favorable information is available—enough, in fact, to warrant the extension of credit—but not enough to complete the records.

*Asking for Additional Credit Information*

Your name now appears on our list of credit customers. Thank you for the opportunity you have given us to show the service we are prepared to offer.

As the information from the various agencies is somewhat inadequate, we are enclosing a card that, when returned, will enable us to know more about your business interests and desires. With this information we shall be able to serve you promptly in the future. We look forward to pleasant business associations.

## MARSHALL FIELD &amp; COMPANY

## APPLICATION FOR CREDIT

22 01 02 FORM B

DATE May 10, 19NAME Henry R. Jameson WIFE'S NAME Mary AnneRESIDENCE 6341 Elm Street APT          HOW LONG 6 yearsCITY Elgin ZONE (          ) STATE Illinois PHONE 4162FIRM NAME Ronald Adams & Son, Inc. POSITION Sales managerFIRM ADDRESS 1102 Main Street PHONE 3322 HOW LONG 5 years

IF IN ABOVE BUSINESS CONNECTION LESS THAN TWO YEARS PLEASE GIVE PREVIOUS CONNECTION

FORMER FIRM NAME          POSITION         FIRM ADDRESS          HOW LONG         NAME OF BANK { CHECKING ( Citizens Commercial Bank )  
SAVING ( Home Building and Loan Association )REAL ESTATE LOCATION 6341 Elm Street PRESENT VALUE \$15,000SECURITIES (STOCKS AND BONDS) \$ 10,000AVERAGE AMOUNT OF MONTHLY CREDIT DESIRED \$ 50 YEARLY INCOME \$ 9,000PERSONAL REFERENCES Citizens Commercial BankMr. Ronald Adams, President, Ronald Adams & Son, Inc.NEAREST RELATIVE         ADDRESS         I AUTHORIZE THE FOLLOWING AS BUYERS ON MY ACCOUNT Mrs. Mary Anne Jameson

(wife)

I AGREE TO PAY PROMPTLY BETWEEN THE FIRST AND FIFTEENTH OF THE MONTH FOR ALL MERCHANDISE PURCHASED THE PRECEDING MONTH

SIGNATURE Henry R JamesonREMARKS         

A TYPICAL CREDIT APPLICATION FORM

A Chicago wholesale house writes to a tanning company in Buffalo, New York, for information on the credit standing of a Buffalo retailer. The retailer has given the Buffalo manufacturing company as a reference.

*From One Company to Another, Asking for Credit  
Information on a Retailer*

Please inform us confidentially as to the credit standing of Mr. Richard Cary, 1690 State Street, Buffalo 10, New York.

Would you consider him worthy of credit? Is he prospering or retrograding? Information on this man's character, capital, capacity, and methods of meeting his obligations will be appreciated. Enclosed is a stamped return envelope for your answer.

**Granting and Refusing Credit.** A letter granting credit follows the same principles of structure as a letter granting a favor (see pages 327 to 329).

*Granting Credit*

- (1) Extend credit with courtesy.
- (2) Express your wish for cordial relations.
- (3) Refer to the value of the credit privilege as a commercial advantage to the businessman, or as a convenience to the retail customer.

A letter refusing credit follows the same principles of structure as a letter refusing a favor (see pages 329 to 331). A man who can refuse credit and make a friend shows his mettle. The following plan is sound:

*Refusing Credit*

- (1) Thank the customer for his order, for his information and references, and for his co-operation.
- (2) Be frank in explaining the situation, mentioning first the favorable factors, then the less favorable ones.
- (3) Suggest as a temporary solution that dealings be undertaken on a cash basis. Offer full co-operation toward reaching a satisfactory future credit basis.

In the letter at the top of page 412, the writer refuses credit; but in doing so, he makes every effort to maintain the goodwill of the prospective customer.

**C. R. BROWNE CO., INC.**

916-924 TENTH STREET

OMAHA • • NEBRASKA

March 23, 19

Citizens National Bank  
724-732 Racine Street  
Topeka, Kansas

Gentlemen:

We shall appreciate information regarding the integrity, responsibility, capital, and promptness of

Richard Rowan, 1932 Main Street

For this information, thank you. Enclosed is a self-addressed, stamped envelope for your answer.

C. L. Johns  
Credit Manager

*Please reply on this sheet*

Credit Information on: Richard Rowan, 1932 Main Street

We have the following credit information with which we are glad to supply you: Integrity and responsibility are  
A-1. Capital is adequate.

FOR PURPOSES OF IDENTIFICATION, PLEASE SIGN THIS SHEET BEFORE YOU RETURN IT.

Harvey Nichols  
Vice-President

CREDIT INFORMATION FORMS LIKE THIS MAKE  
DICTATED LETTERS UNNECESSARY

*Refusing Credit to a Businessman*

Thank you for your order of November 4 and for your courtesy in enclosing credit information and references. We have examined your business statement with care.

We have gathered some complimentary opinions about your personal character and business ability, showing that you have developed an enviable reputation among those with whom you have done business. Our study of your balance sheet reveals, however, certain aspects that might easily endanger your entire financial position. The ratio of assets to liabilities shows you to be at the moment inadequately capitalized. You need additional capital. This should not be difficult to obtain in view of the favorable business opportunities promised by your present location. A capital addition of \$5,000 would be satisfactory.

We shall be glad to co-operate with you to the fullest extent in any way that may lead to a satisfactory future credit basis. Meanwhile we shall be glad to take care of your current needs with our most favorable cash terms.

We believe you will find this arrangement satisfactory for the present and a good basis for becoming better acquainted.

Our first shipment will go to you at once if we may have your favorable answer.

**Credit Is Built on Confidence in Others.** Credit binds the world of commerce together. It draws all its power from a faith in others. Its structure is built on a foundation of belief that others will live up to their promises. The function of credit men is to see that these promises are kept. Only when obligations are defaulted does collection pressure begin.

**PROBLEMS**

1. Mrs. James F. Kilbourn, 3199 Forest Boulevard, your city, has applied for a charge account at your department store. You are the credit manager. The credit information that you have gathered regarding Mrs. Kilbourn proves her to be a first-class risk. Write her, granting her request for a charge account. Include material on store policies, stressing the fact that credit accounts are to be paid in full by the tenth of the following month. Indicate the company's desire for cordial and satisfactory relations.

\* 2. The Delafield Company, which operates a large department store, maintains a policy of selling for cash only. No

credit is extended. In its general statement to the public Delafield's points out: "We pay cash for all purchases. Hence we are able to obtain the lowest possible prices from our suppliers. In turn we sell only for cash and have no large sums of money tied up, nor have we any bad debts. We therefore maintain a fixed policy of selling for 5 per cent less than does any other store. Under our deposit-account arrangement you may, as a customer, deposit in advance cash ranging from \$5 to \$5,000. We charge your purchases to your deposit account and pay interest on all balances. Our deposit-account department is under the supervision of the banking department of the state of Illinois."

Mrs. R. N. Fiske, 1322 Racine Street, Wilmette, Illinois, not aware of the Delafield policy of selling only for cash, asks that an account be opened in her name and supplies as references the name of her bank and the names of two well-known Chicago department stores.

As a Delafield correspondent write to Mrs. Fiske. Present in your own words some of the points that are outlined above. The credit letter must sell the store, its policies, and its ability to serve its customers.

3. The Bridges Company, a hardware dealer, 4217 North St., Rochester 7, New York, sends Carlton and Searles, Inc., wholesale hardware dealers, 703 Manhattan Ave., Brooklyn 28, New York, an order amounting to \$247.50 marked "Rush." As credit manager for Carlton and Searles, Inc., you have had no previous dealings with The Bridges Company. It is not rated in the agency reports. Write a letter suggesting a C. O. D. shipment. A suggested plan is: (a) Thank the company for the order. (b) Promise immediate action. (c) As no credit information is available, request it with references so that you may make an investigation. (d) Suggest a C. O. D. shipment to save time. (e) Give the best cash terms of two per cent discount. (f) Welcome the company as a patron.

4. Your examination of all information gathered about The Bridges Company shows only a fair risk. The company is undercapitalized, but its financial condition is improving. The next order is for \$350. Ask the company to reduce the order to one half of the amount, and grant credit. Show interest.

5. Mr. A. W. Krehl, the owner of a retail hardware store, 1291 First Ave., Youngstown, Missouri, has for years been a customer of the National Wholesale Hardware Company, Fourth and Grand Streets, Kansas City 6, Missouri. Until about eighteen months ago he discounted all invoices of the National Company. His record shows that shortly thereafter he took the full period allowed for payment. Within the last six months his account has run thirty, sixty, and even ninety days over the limit. Upon investigation you learn that Mr. Krehl's inventory has evidently been poorly managed, has been allowed to get badly out of balance, and is now weighted down with an accumulation of unsalable merchandise. You also discover that Mr. Krehl's sales volume is falling off. As the credit manager write Mr. Krehl, reviewing the situation as outlined above. Notify him that he must pay cash for future hardware orders until earlier invoices have been paid in full. Maintain a helpful and constructive tone. Suggest the remedies for the trouble.

6. Mr. Krehl, whose situation has been described in Problem 5, decides, after reading the letter from you, to open a new account with the Mainz Wholesale Company, of Brentwood, Kansas. Write the letter Mr. Krehl will send.

7. The credit manager of the Mainz Company, having received Mr. Krehl's letter, answers with thanks for the inquiry and asks for the customary credit information. Write the credit manager's letter to Mr. Krehl.

8. You are the credit manager of School Supplies, Inc. A letter requesting your latest catalog of office equipment comes to your office. The inquirer, The Acme Products Company, 612 Broadway, Cincinnati 2, Ohio, refers you for its business standing to two banks in Cincinnati. Your investigation discloses that the applicant is a poor risk. Write the letter, emphasizing prompt delivery and offering cash terms. Ask for a check with the order.

(Note: When you have completed this letter and it has been approved, file it with any other letters written previously for this corporation.)

## **SECTION 2**

### **COLLECTION LETTERS AND FOLLOW-UP SYSTEMS**

The collection officer combines the points of view of the sales department and the credit department. He knows that his company is in business to make sales, to obtain profits, and to hold goodwill. Yet he also knows that making sales is futile unless the customer pays for what he gets.

**The Credit and Collection Man Is a Salesman.** The credit and the collection departments are often combined into one. The credit man is a salesman who sells the privilege of credit to good risks, and who, through credit education, impresses his customers with the seriousness of the credit obligation. By the careful extension of credit and credit education, he reduces to a minimum the losses of his company due to bad debts. The wiser the credit extension, the lighter is the load of the collection system because fewer invoices become delinquent. The best way to reduce bad debts is to extend credit carefully.

No matter how keen and shrewd the credit man may be, however, in identifying good credit risks and detecting bad ones, he occasionally makes a mistake. Dealing as he does with human factors, he cannot hope to make a perfect record. Changes may develop in the customer's financial status, changes that injure his credit and cause him to fall behind in meeting his obligations. The collection system must handle such situations.

**What a Successful Collection Letter Is.** A successful collection letter is one that holds the goodwill of the customer while it obtains the payment of a past-due account. A collection manager must be sensitively aware of what is happening to the sales curve, because he must protect sales volume at the same time that he is collecting money owed the company. Responsible for collecting delinquent accounts, yet knowing that he must, if possible, preserve satisfactory and friendly relations with customers, he finds himself in a dilemma.

He must not offend the customer if he can help it. But he must get the money. If he is too drastic, he drives away business. This would do no harm if only the faithless individual who has betrayed his business reputation and who never intends to pay anyhow were driven away. Such a loss would be helpful. But unless the collection manager handles his appeals and threats with great care, he sometimes finds that he has alienated some of his steady buyers who are good but slow pay. Yet he dare not forget the other side of the picture. If he is too lenient, his own company will fall short of funds to carry on its own business. Debtors, becoming familiar with his reputation for being easy, may let him wait for the money while they pay others who are more strict.

**Three Broad Classes of Credit Customers.** Credit customers are classified as those who are (1) good pay, (2) good pay but slow, (3) uncertain.

(1) *Those who are good pay* are reliable. They pay when notified. They are anxious to keep their credit unimpaired and co-operate with the credit department when they delay a payment. This class is gilt edged.

(2) *Those who are good pay but slow* are probably reliable in the long run, but they cause the collection department most of its correspondence. These customers are careless but rarely dishonest. They intend to pay—eventually.

(3) *Those who are uncertain* will creep into the credit list in spite of the shrewdest judgment of the credit man. They are unreliable, and their unreliability may at first fail to come to light, even under careful investigation. Some of them are dishonest. They pay under pressure. When discovered, they are reduced to a cash basis. This class is a bad risk.

**Creating a Collection Follow-up System.** Collection letters are usually written in a series with the pressure increasing from the first letter to the last. Collection procedure falls into four stages:

- |                      |               |
|----------------------|---------------|
| 1. Reminder          | 3. Discussion |
| 2. Stronger reminder | 4. Urgency    |

**Psychology of Collection.** Select your appeals to match the stage at which your letter is sent. In Stages 1 and 2 appeals are mild; in Stages 3 and 4 they are vigorous.

**When to Use Important Appeals.** Important appeals are used as follows:

*In all letters:* fairness, co-operation, self-respect

*Helpful in every letter:* pride, self-interest, honor

*Useful in any letter:* success, fair play, wish to avoid unpleasant things, force of habit

*To be used when appropriate:* self-esteem, community prestige, desire for comfort, acquisitiveness, family affection, imitation (of other good businessmen), loyalty (to a friendly house), competition, curiosity, shame (to be used sparingly)

*Important in later letters:* fear, threat, annoyance of legal force, ultimatum

*Never to be used:* anger, contempt, pity

We now apply these appeals to the three main classes of delinquents.

(1) *To those who are good pay:*

Have you overlooked this account? Is our memorandum of the account correct? May we have your check for \$39.42 in order that we can close accounts by Friday? Is there some reason for delay? We know that this statement has merely escaped your attention, and we suggest that when you send in your check you also make a trial order. [followed by sales material]

(2) *To those who are good pay but slow:*

Self-interest (reselling the customer the value of the goods originally ordered; reinstating in his mind how the goods looked when they arrived; suggesting concrete ways in which he has been benefited). Pride. Goodwill. Co-operation. Fair dealing. Honesty. Good nature. Wish to avoid annoyance. Good reputation. Success. Family affection. Imitation. Competition. Value of keeping credit undamaged. Are you short of capital? Are your own collections slow? Our salesman, Mr. Blank, tells us business is pretty slow in your locality. How about a bank draft? Won't you tell us why your account has gone unpaid? If you will only give us the details of your present situation, perhaps we can arrange a partial-payment plan. Fear, phrased gently. Mild threats, growing stronger.

(3) *To those who are uncertain, perhaps bad, pay:*

Appeal to discouraged delinquents through pride, imitation of other successful merchants, shame, fear, and threat of a lawsuit. Appeal to dishonest delinquents simply through fear, threat of a lawsuit, and direct legal steps.

**The Four Stages of Collection Procedure Illustrated.** Most customers pay when they receive a statement. If they did not, business could not be done on credit because the confidence that supports the credit structure would collapse. A customer is not delinquent until his invoice runs unpaid past the date on which it was due. Collection pressure does not begin until the first reminder is sent.

(1) *Reminder.* Collection reminders are memory helps. They keep the invoices before the eyes of the delinquents. They may embody sales material suggesting reorders; they may carry an enclosure introducing new goods. A news item of current interest may be used. The assumption is oversight. You assume that the customer has overlooked the invoice and will pay as soon as he reads the reminder.

*Stage I: Reminder Including Sales Material*

<i>Timely Contact</i>	{	In these summer days we are sure that you are thoroughly enjoying the Polar Cub electric fan purchased from us.
<i>Reminder</i>	{	May we count on receiving promptly a check for \$12.50, which is the balance due on your account?
<i>Sales-Material</i>	{	Enclosed is information on the new electric drier to be used with the Easy washer you bought from us some time ago.
<i>"Softener"</i>	{	We think you will be interested in it, and, as suggested, a demonstration will be given in your home. Just indicate your desire with regard to this when sending in your check.

(2) *Stronger Reminder.* The stronger reminder is a second memory jog put in stronger terms. The news item or the sales material, which, like a shock absorber, insulated the money request in the first notice, is now withdrawn, because attention must be concentrated on getting the check and balancing the account. The phraseology becomes more definite,

added pressure appears, and the request for the check is forthright.

Courtesy is maintained. The assumption is again oversight. You assume that the customer has once more overlooked the invoice and will pay as soon as he receives the second notice. Questions may be included to make sure that the amount is correct or the goods are satisfactory.

*Stage II: Stronger Reminder—Request More Definite*

<i>Direct Strong Reminder</i>	{	You will note from the attached statement that our July invoice has apparently been overlooked. This amount is small, and we feel that we may rely on you to make payment now in order to avoid the annoyance of further correspondence.
<i>Making Action Easy</i>	{	A stamped, self-addressed envelope is enclosed for your convenience.

(3) *Discussion.* The aim of the letter of discussion is to get the check or to draw a reply from the customer. The customer has now ignored a simple reminder and a stronger reminder of his obligation, and his account has run perhaps several weeks past the due date. He must be made to send a check or to break his silence and tell what the difficulty is that prevents him from doing so.

The appeal to friendly co-operation is now brought into play: "Won't you tell us frankly what the difficulty is?" The assumption is financial difficulty. You assume the customer is in the midst of money troubles and has hesitated to tell about them. The request for a check or an explanation is insistent. The customer must pay. Although the letter exerts increasing pressure, its tone is courteous.

*Stage III: Discussion—Get the Check or Draw a Reply*

<i>Contact: Restates Facts</i>	{	Can you help us out? Won't you tell us frankly just what the difficulty is? Six weeks have now gone by since your account, itemized on the enclosed statement, became due. To our letters of July 15 and August 1, calling attention to the evident oversight, we have had no answer.
--	---	---

*Appeal to  
Co-operation*

As we have had no word to the contrary, we feel confident that the purchase made has proved satisfactory, that our records are correct, and that you are indebted for the amount indicated. We want to enjoy the most cordial relations with our customers. We want them to buy freely and to use their credit privileges to the fullest extent. But to make it possible for us to offer such services, we must have equal co-operation from our customers. We must have prompt payment of accounts when they become due.

*Rehearses  
Credit  
Material*

Your credit privilege is valuable. Your credit record has been sound. We want you to keep it so because of the advantages it opens to you. For example, we are just now beginning to receive our new fall stock, fresh, beautiful, and promising splendid selections. We want you to be among the customers who will enjoy a chance to make advance selections, and we are therefore anxious that you do not allow this small amount to prevent your taking advantage of the opportunity.

*Appeal to  
Fair Play*

You have already enjoyed a liberal extension of time. As a matter of fair play and in justice to other customers, we cannot longer permit a delay in payment. We hope you will let us know at once the difficulty that has caused the delay, and we urge you to retain your past good credit standing in our establishment.

*Direct  
Demand*

If you are to do so, your check to cover the full amount of the statement must be in our hands by noon of August 21.

This discussion rehearses credit material and stresses the appeals of fair play and co-operation. Attention is called to the exact amount of the statement, the dates of previous letters, and the amount of time during which the debt has been overdue. The message closes with a direct, imperative demand for explanation and a payment.

(4) *Urgency.* A letter of urgency is a letter of force, delivering the ultimatum to the customer who has chosen to ignore two letters of reminder and a third letter inviting discussion. The urgency letter should be promptly followed by the action it threatens to take. That concern is most respected which lives up to its word. The assumption is that the customer must be made to pay.

The language of urgency is sharp and imperative. Leniency, offered in previous letters, is now excluded. The keynote is finality, an insistence on immediate payment. But the insistence must be in a reasoned phraseology that avoids show of anger. The threat of action to be taken in case of failure to pay may be to place the account in the hands of a collection agency or to institute a suit at law.

*Stage IV: Urgency—Threat of Other Action*

<i>Final Restatement of Facts</i>	{ We regret that our letters calling attention to your indebtedness and urging payment of your account have received no consideration. The attached statement indicates the exact amount of your account and the full period of your delinquency.
<i>Appeal to Fair Play</i>	{ You have already enjoyed an extension of time far in excess of that permitting good credit standing. Justice to our customers makes a further delay of the payment of your account out of the question.
<i>Appeals to Fear, Self-Esteem, Community Standing</i>	{ We must now inform you that, unless your check for your account in full is in our hands by September 5, we shall be forced to consider that you have no desire whatever to co-operate with us. Your account will then leave our office and will be transferred to a collection agency. You are aware, of course, that such action lowers one's credit rating in the community. We feel certain that you will prevent such an unfavorable situation by attending to this matter at once.
<i>Final Action; Urgent Demand</i>	{ Let us urge you to act immediately in order that it will not be necessary for us to resort to this unfriendly method of protecting our interests. To forestall this more rigorous and unpleasant action, it is imperative that your check be in our hands not later than September 5.

Note how this letter uses one insistent phrase after another to emphasize the necessity for final action if another measure is to be avoided. Appeal is made to self-esteem, community prestige, fair play, and fear.

**Time Intervals in Collection Procedure.** The time interval between letters depends on several factors: (1) the credit standing of the customer on the basis of the original credit

investigation and his past record, (2) the fact that the customer has or has not been delinquent before, (3) the nature of the business of the company—whether usual credit practice allows long or short collection periods, (4) business conditions. Businessmen are not in full accord among themselves in regard to the proper time intervals; but they are in general agreement that the more serious and urgent the case, the shorter should be the time between letters and the sooner the matter should go to legal action.

If the customer has always been known as good pay, the time intervals are liberal. If he has earned the reputation of being slow or uncertain, the time intervals are shortened. If he has been delinquent shortly before, it would be foolish to attempt to use all the letters of the same series in the same order because he would know at what point his payment would be forced and would be inclined to wait for that point. The collection manager then employs surprise tactics by dropping out one or more of the steps, moving from first reminder to discussion, or beginning at once with a stronger reminder and then bringing matters to an abrupt conclusion by sending the last-chance urgency letter.

Accepted custom in the trade also dictates the usual period allowable for bringing in slow accounts. The farm-implement business may allow credit terms extending over months with a collection period thereafter running for more months. At the other extreme a specialty manufacturer, selling a product in high demand and operating on small capital and fast turnover, may shorten his collection period to a matter of days from the reminder to the final letter.

**Business Conditions Affect Timing.** In flush times collections come in with ease. Everyone has money because everyone is enjoying prosperous trade, is making more than normal profits, and is optimistic. Under these conditions collections are prompt and systematic, and regular procedure is strictly enforced. In times of severe depression no one seems to have money because merchants are suffering subnormal

trade, are making little if any profit, and are in an attitude of fear that worse things are ahead. They hoard what little resources they have. Under these conditions one can not hope to make collections with normal promptness. Intervals between letters are widened, and collection policies are modified to fit the situation while it endures.

In the collection follow-up procedure analyzed on pages 418 to 421, the interval between letters was approximately two weeks. The fan was bought on June 1. Under the terms of the store the invoice became delinquent, and therefore subject to collection, after July 10. On July 15 the store sent what was in effect a sales letter with a mild collection reminder tucked in. On August 1 the stronger reminder went out. On August 15 the letter of discussion asked for an explanation and the check. On September 1 the five-day ultimatum was sent. Observe that a two-month period was allowed to pass before the threat of the collection agency and the resulting damage to credit standing was made. Such collection procedure is close. Good-pay accounts are permitted to run longer. The intervals between reminders and later letters may then become four weeks or longer.

**Collections Naturally Follow Adjustments.** One must settle trouble, complaint, and difficulty before one can collect money owed. Thus we study adjustment correspondence before that of collection. Only when any dissatisfaction of the customer with the product or the service has been removed can the account be collected. No one expects either to pay or to collect an account until all errors have been rectified. Hence, in normal business operations, adjustments must be taken care of before collections can be made.

**Modern Collections "Save the Customer."** The ordinary run-of-the-mill collection letter depends far too much on fear and threat. A customer-killer, it smashes goodwill, even if it does frighten the money out of the debtor.

The good collection letter does not unleash fear and threat until the closing stages. Instead it relies on the constructive

appeals of pride, self-esteem, reputation, fair play, and the golden-rule co-operative spirit. So vivid does the modern letter make the obligation that the debtor's conscience goads him into paying. In other words, the modern collection letter literally *sells* the delinquent into paying his account. The hammer and tongs of yesterday yield to the collection salesmanship of today.

"Save the Customer" is the modern collection manager's slogan. "Save the Customer" runs the motto he keeps on the wall. It has been well said that, although the sales-letter writer of olden times used to write his sales letters as if they were collection letters, the modern collection manager writes his collection letters as if they were sales letters.

### PROBLEMS

1. A publishing house used the following letter in an attempt to collect a small sum from a retail book firm, which had allowed the account to run for twelve months:

We wish you would be good enough to send us the \$1.75 you are owing us for two Nature Story Books shipped you last year. We don't quite understand how this order got past our credit department as your rating in the mercantile agency books is not such as would entitle you to 5c worth of credit from any responsible firm. Of course you know that the amount of this bill is too small for us to send out to an attorney for collection and we take it you are just simply disposed to be nasty about it and not pay it. We don't know but we have a hunch that we can give you \$1.75 worth of advertising if you don't come along with this money and do it promptly.

(a) Hand in a written summary of the faults of this letter, making special note of tone, appeal, and threat.

(b) Rewrite the letter, using suitable appeals and a forceful close. Use any name and address you wish.

2. You are the manager of the Granville Hardware Store, 1312 Beechwood Avenue, your city. Charles Farrell, 2298 Meridian Street, owes \$91.47 for garden tools purchased on March 12. It is now June 20. (a) Plan the collection procedure with dates. (b) Write the reminder and the stronger reminder.

3. Mrs. Brandon Willets, of 2911 Sheridan Place, Chicago 33, whose husband is a man of wealth and of A credit rating, has purchased a \$950 fur coat from the fur department of the Burton-Macy Department Store, of which you are the collection manager. The coat, you find, was entirely satisfactory; and the customer, the department reports, was much pleased with it. The account is four months old, and no payment has been made, although you have sent two statements, two printed formal reminders, a first letter of reminder phrased very mildly, and a letter of strong reminder based entirely on the assumption of oversight. The case has now been brought to you for special treatment.

Write the letter of discussion, bearing in mind that you are dealing with the wife of a wealthy man whose credit and buying power are gilt edged. Aim to obtain payment without offending.

4. As the collection manager of the Whitehall Wholesale Hardware Company, 479 McNichols Road, Detroit 28, Michigan, take care of the following situations:

(a) Mr. Ford Wentworth, a customer with a past good record, has ignored your reminders, but he writes a reply of explanation in answer to your letter of discussion. He asks for an extension of time, promising payment within three weeks from date. Grant the extension, but explain precisely why you are doing so, and emphasize that the date of three weeks hence is final. Use courtesy but maintain a firm tone.

(b) Mr. Samuel Waite, another slow-pay customer with a past good record, replies to your discussion letter with an explanation and a request for the privilege of paying off his balance in installments. Grant the request, fixing the exact dates on which payments must come in and suggesting the final time limit and the size of payments. Be firm but courteous.

5. As the manager of the Crystal Falls Sports Goods Shop, 883 Rahway Avenue, Newark 9, New Jersey, you sell sports equipment to well-to-do customers who have the means to select practically whatever they want. Mr. Norton Caldwell, a fishing enthusiast, has purchased from you an elaborate set of rods, reels, and flies, his purchase totaling \$129.50. His

credit rating at the time of the purchase is "good but slow." He is now delinquent five months.

Assume that you have already sent Mr. Caldwell two printed notices, a letter of reminder, and a letter of strong reminder. (a) Write a letter of discussion, using chiefly the appeals of fair play, co-operation, and the sporting attitude. (b) Write a letter of urgency, appealing chiefly to personal pride and self-esteem, and using a final threat of a suit at law. Make it evident that you accept the last resource with personal regret, and keep the sporting atmosphere evident up to the last paragraph.

6. As the comptroller of the Fitch Woodworking Company, 3200 Oak Avenue, Omaha 7, Nebraska, you have received a memorandum from the manager of the collection department, containing the detailed account of \$678 due from the Fanchon-Lebberley Company, of Dover, Delaware. An examination of the records shows that you have had some difficulty with this firm in the past, apparently because of faulty methods in its accounting department. Never before, however, has the situation reached the point where you have been forced to mention legal action. Write a letter of urgency appealing to the desire to succeed, to business efficiency, and to credit as an asset now being risked. Mention your reluctance to resort to legal action and your disinclination to hand the matter over to your attorneys. Set a final date for payment, and ask the firm to telegraph you the moment its check goes into the mail.

7. You are collection manager for School Supplies, Inc. A number of accounts have run past the due dates.

(Note: General background material for these problems may be found by glancing about the average classroom. Chairs, desks, tables, files, globes, maps, library equipment, desk accessories, and the like may be used as the subjects of the collection letters.)

(a) Write a first reminder to a normally good-pay customer. Enclose a statement.

(b) From the customer mentioned in (a) no response has been received. Write a strong reminder. Enclose a statement. Suggest the desirability of establishing mutual understanding and credit on a firm basis at the very beginning.

(c) Outline the time schedule for your collection follow-up system for School Supplies, Inc. Assume that, before you send your collection letters, you use the following devices:

- (1) A statement with a reminder printed in red at the bottom
- (2) A statement with a printed colored sticker of reminder
- (3) A statement with a formal printed card of reminder

(Note: The use of these forms is assumed. All that you need to do here is to suggest when such forms as these would be sent. The schedule for your collection follow-up system is to include dates showing the normal interval after each mailing.)

(d) A number of slow-pay cases have developed. Write a letter of discussion to a slow-pay customer who has had a past good record but who has ignored your first two letters of reminder. Develop appeals of self-esteem, imitation of others, co-operation, and the like.

(e) Write a letter of urgency to the customer in (d), who has failed to answer your letter of discussion. Select your own appeals from the lists on pages 417 and 418.

(f) Write a letter of discussion to a customer who has developed into a bad-pay case and who is now delinquent for the second time in six months. Stress fair play and co-operation.

(g) Write a letter of urgency to the customer mentioned in the previous paragraph. He has failed to answer your letter of discussion. Your urgency appeal should be insistent.

(h) A slow-pay customer with a past good record has ignored your reminders, but he writes a letter of explanation in answer to your letter of discussion. He asks for an extension of time, promising payment within three weeks from date. Grant the extension, but explain precisely why you are doing so, and emphasize that the date of three weeks hence is final. Use courtesy but maintain a firm tone.

(i) Another slow-pay customer with a past good record answers your discussion letter with an explanation and a request for the privilege of paying off his balance in installments. Grant the request, fixing the exact dates on which payments must come in and stating the final time limit and the size of payments. Be firm but courteous.

## REVIEW

The following letter is correct in its sentence and paragraph division, but it does not contain any punctuation except the periods at the end of the sentences. Rewrite the letter with the correct punctuation inserted.

Gentlemen:

Eighty five stories up go the silvery lines of Enduro the perfected stainless steel.

On the historic site of the famous old Waldorf Astoria the tallest structure in the world pierces the changing sky line of New York a majestic study in gray and shimmering silver. It is the Empire State Building.

Stretching up two sides of the building for more than 1,200 feet glittering ribbons of Enduro catch and reflect the light producing the same impressive effect that this new perfected stainless steel gives to the silvery summit of the Chrysler Building.

Enduro fits into the modern trend in industry. Because it does not tarnish or rust automobile manufacturers have adopted it for radiator shells head lamps and other lustrous parts.

Because it resists acids and is so easily cleaned it is widely used in the manufacture of dairy machinery soda fountains hospital and restaurant equipment. In the oil and chemical fields where for years corrosion has been a constant spectre Enduro has brought new economies and greater efficiency.

The uses of this revolutionary metal seem almost limitless for in spite of its amazing properties Enduro is easy to work. It can be welded stamped cast deep drawn or wire drawn and it is stronger than carbon steel. Its glittering finish cannot chip or wear thin because it is the same all the way through.

Republic's tremendous facilities are backed by a special metallurgical department which will work with any manufacturer in applying this new metal to his product.

A request will bring you an instructive series of booklets dealing with Enduro and its uses.

Very truly yours

CENTRAL ALLOY DIVISION

REPUBLIC STEEL CORPORATION

## Unit XIII

# SALES LETTERS, FOLLOW-UP SYSTEMS, AND BUSINESS PROMOTION

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### INTRODUCTION

The aim of business is to serve the public by providing needed services and articles at fair prices. The sales program is the motive power, the heart of it. The other essentials—adjustments, credits, collections, and the supply of information—have grown up as needed auxiliaries.

Every business letter is a sales letter, whether it is a letter offering goods or services or building reputation. All letters—answers to inquiries and requests, sales letters, adjustment letters, and collection letters—must try to turn people into customers, make them permanent customers, and keep them as friends. Hence, every letter sells goods or goodwill, articles or reputation.

Not only the sales writer, but the general correspondent as well, operating in whatever department, can be as much a sales representative as the man who travels with his sample case. The chance to make hundreds and thousands of personal contacts each year by letter is full of creative possibilities, if the writer is gifted with a touch of imagination and a feeling for tact.

**What Is Selling?** Selling is the act of *establishing a desire to buy* and bringing about a decision to act upon that desire. The fault of thousands of sales letters is that they try too hard to “sell” (that is, to force something upon) the reader instead of making the reader, through interest and keen desire, want to buy. He who masters this vital difference at the beginning is already on the way to success. He has learned the secret.

**Some Advantages of the Sales Letter.** A sales letter is:

1. **Personal:** it is a message sent to an individual at a specific address; it can be made direct and personal
2. **Adaptable:** it is a medium used to market products costing as little as \$5, as much as \$5,000
3. **Economical if properly used:** it costs about 3 per cent of sales in contrast with the services of salesmen, which cost about 10 per cent; the letter, except for postage, has no traveling expenses, no hotel bills
4. **Capable of being checked for exact results:** the mailing list shows where each letter goes
5. **Flexible:** it will reach as many or as few people as desired, without waste circulation and with a message as short or as long as needed

**Meeting Customers by Letter.** If you were the manager of a small retail store, you and your sales force could enjoy personal talks with all your customers—pleasant conversational contacts. This you find ever harder to do, however, because as your store becomes larger and more successful, your customers increase in number. Finally it becomes physically impossible for you to have a personal talk with even a tenth of your customers.

You may then turn to the sales letter as the closest approach to a personal interview. You can give it human qualities—courtesy, naturalness, logic, interesting manner, and enthusiasm. Through such letters you extend yourself and your personality. You now talk not to one customer but to five hundred or a thousand at once, each getting his own sealed message. Your letter has become a multiplier of yourself.

## SECTION 1

### PREPARING TO WRITE A SALES LETTER

#### Studying the Product and the Buyer:

1. What Have We to Sell?
2. Who Will Buy It?

In getting ready to write a sales letter, you will follow eight vital steps. Here they are:

#### The Eight Steps in Market Analysis \*

(1) *Study the product (or the service).* Learn what materials go into it, how it is made, what its advantages are, what its uses are.

(2) *Study the market for the product.* Study the man to whom you are about to write. Consider where he lives, whether he is an old customer or a new one. Are you answering his inquiry?

(3) *Determine the aim of your message.* If he has not inquired, decide whether you want to persuade him to visit your store, to order your article by mail, to try your article for a few days, or to take some other definite action.

(4) *Determine how interested the reader is.* How much interest has your reader in your product? How much does he know about it? Only when you have the right answers to these questions can you choose the right appeal. If he has never heard of a coal stoker for his furnace, you will have to describe it for him in order to develop his interest. If he knows all about a coal stoker and its usefulness in his furnace, you can assume his interest and go on to list the superior features of your particular make.

(5) *Determine whether the results will justify writing the letter to him.* This point must be decided by past records

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\* All of these steps except the fifth may be followed in solving class problems. For the fifth step a favorable answer must be assumed.

and experience. If a similar letter to a similar prospect under similar conditions has been successful, this one probably will be.

(6) *Choose the central selling point (buying point).* The central selling point of the article is identical with the central buying point: the feature best designed (a) to make the strongest impression and (b) to make the product most wanted by your reader.

(7) *Assemble the supporting facts and choose those of strongest appeal to your particular reader.*

(8) *Organize your selected facts according to an effective plan.* This plan will be outlined in later pages.

**Use This Practical Guide.** If a motorist wants to make a trip from Portland, Maine, to Portland, Oregon, or from Los Angeles to New York, he consults the road maps and makes a routing, or he has one made for him. Just so, if you want to write to a buyer about an article, you must know first how the article can be used, what it will do, who will need it, who has the money to buy it, and where the buyer, or group of buyers, may live. Use the following simple guide:

### Market-Analysis Guide

- |                             |   |    |   |                             |
|-----------------------------|---|----|---|-----------------------------|
| 1. The article (or service) | } | OR | { | 1. What do we have to sell? |
| 2. The market               |   |    |   | 2. Who will buy it?         |
| 3. The medium               |   |    |   | 3. How shall we reach him?  |

A sales writer who failed to study his article and who paid no attention to the character and the location of the individual (or group) to whom he was writing would invite disaster as surely as a transoceanic flyer who would take off in a thick fog without instruments. One would be as blind as the other.

### Studying the Article (or Service)

**Digging for Facts.** You must dig for facts about your product. How can such facts be found? Suppose we select

a hammer and a thermos jug as illustrations. What facts can we gather about these articles? We must search for facts about (a) materials, (b) manufacturing methods, (c) construction, (d) method of operation, (e) design and appearance of the finished product, and (f) uses. Let us set to work.

*The hammer.* Made of drop-forged steel, tempered to super-hardness; nail-pulling claw split to fine point; full nickel-plated finish on head; head anchored to handle with adjustable wedge-screw that can be tightened whenever needed; handle of selected second-growth hickory with mahogany finish; price, \$2.50.

*The thermos jug.* Ground-cork insulation; glazed stoneware liner; substantial and durable metal case; baked enamel finish; convenient flat rubber-insulated stopper; smooth-threaded screw top that can be used as cup; colors, green, tan, cordovan, and sky blue; chromium finish on screw top; jug of full-gallon capacity; liquids or foods kept hot or cold eight to ten hours; price, \$3.25.

### Studying the Market

**What Kind of Person Is Your Reader?** If a man, is he young or old; wealthy, middle class, or poor; married or single; a laborer, mechanic, farmer, professional man, or businessman; of broad, average, or slight education? If a woman, what are her age, ability to buy, station in life—housewife, servant, office or factory worker, club woman, or society leader? We must aim the letter at the central interests of the man or the woman to whom we are about to write. We can identify the central interests only after we have the answers to these important questions.

**Discovering Buying Habits.** An agency survey of New York retail stores shows that women outrank men as customers. This fact confirms the opinion of experts that women do from 70 per cent to 90 per cent of all buying. In only two out of twelve kinds of establishments did men outrank women as buyers. These two were automobile agencies and hardware stores. The table at the top of page 434 gives the details in relative percentage of purchases by men and by women. This study of the market reveals buying habits.

CLASS OF MERCHANDISE	PERCENTAGE OF PURCHASES	
	BY MEN	BY WOMEN
Drugs .....	22%	78%
Department-store goods .....	18%	82%
Groceries .....	19%	81%
Silks .....	2%	98%
Pianos .....	22%	78%
Leather goods .....	33%	67%
Automobiles .....	59%	41%
Hardware .....	51%	49%
Electrical supplies .....	20%	80%
Men's socks .....	25%	75%
Jewelry .....	20%	80%
Men's neckwear .....	37%	63%

**Finding the Educational Level of the Market.** The people in a small town are chiefly interested in farming and lumbering. The fifty firms range in size from a large canning factory and a large lumber mill down to small filling stations. Of the heads of these fifty establishments, only seven have had education in schools higher than high schools, twenty have had high-school training, and the remaining twenty-three have had only eighth-grade training or less. Here the study of the market shows the educational level of the town's businessmen.

**Finding What the Market Wants.** Finding out what people want is of vast importance to every business. England's Lord Inchcape tells of the interesting things he found as a member of the Commercial Intelligence Service, provided for manufacturers by the British Board of Trade. The English manufacturers were sending British goods to foreign countries. Hence they had to know what countries wanted their goods and what sort of goods were wanted. Lord Inchcape gives two examples: \*

Before the First World War Lancashire was sending great quantities of turkey-red handkerchiefs to Russia, where women used them as head coverings. These handkerchiefs were ob-

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\* Bridges and Tiltman, *Kings of Commerce* (New York: Crowell Publishing Company).

long in shape, but the Russians preferred them square. German manufacturers discovered this preference before the Lancashire people did, and they flooded the market with cheap square handkerchiefs. Lancashire lost the trade.

The second case was that of the Serbian kitchen knives. At one time Sheffield, England, had all of this trade, but a German commercial traveler discovered that the Serbian people liked a knife broader at the point of insertion in the handle than the English model. The German manufacturer yielded to the Serbian whim and made knives in this shape. The steel was not so good as that of the British knives; but in spite of that, Germany won the whole market. In the East, however, where the English were quick to adapt themselves, British trade boomed.

These studies of the market show what people want.

### **An Actual Market Analysis—**

#### **The Case of the Klean-Rite Motor Service, Inc.**

The following case takes you behind the scenes and shows you how one market was put under the microscope and analyzed. The president of the Klean-Rite Motor Service, Inc., the leading car-washing service in a city of eighty thousand people, knew that, if sales could be increased, his operating costs could be reduced. At his request an expert analyzed the market and made recommendations, as shown below and on pages 436 to 438.

### **Market Analysis**

#### ***I. The Service: What Do We Have to Sell?***

(1) Car wash: the main service. Every car is given a more thorough cleaning than it gets on the best of other garage wash racks. Methods and equipment are specialized, and the employees are highly skilled in their operations. Each man has only a certain part of the job to perform. The wash is divided into three phases:

(a) Chassis wash: This is performed by two men using streams of hot water under pressure induced by special air pumps. These men give their attention solely to the chassis. Standing in pits along each side of the car, they have easy access to the under parts.

(b) Body wash: The car is enveloped in lathery suds and swabbed with long-handled brushes and sponges on every inch of its surface. The top, often neglected by car washers, is thoroughly cleansed because water dripping from a carelessly cleaned top will cause unsightly streaks on the body. (c) Drying and polishing: The body is dried with chamois skins; the inside of the car is vacuum-cleaned; all nickel and chromium are polished.

That is the regular wash job, done at a flat rate for various types of cars and including just the services mentioned. There are, however, a number of other services:

(2) Greasing: Using the most modern automatic-pressure greasing apparatus.

(3) Crank-case service: Drained and refilled with Pennco motor oil. The old motor oil is forced by compressed air through pipes directly from the draining pit into a steel reservoir outside.

(4) Body polish: Performed at once after the body wash, if requested, with Brilliant-Shine, an excellent finish preservative.

(5) Refinisher: A semipermanent body polish of a more lasting nature, having the qualities of the well-known Gleamize. About a half day is required to apply it and rub it down properly. An advantage of this polish over Gleamize is that, while the latter must be applied in small areas about a foot square, Refinisher may be spread over the entire polish surface before rubbing is begun and so yields a smoother finish.

(6) Vacuum cleaning of the car interior: A goodwill service in connection with the wash job. The equipment consists of a large stationary vacuum dust-tank and a long hose.

(7) Motor wash: The motor is washed clean of grease through the use of a mixture of hot water and kerosene.

(8) Gear-case service: By special apparatus, differential and transmission housing are flushed out with a grease-cutting mixture and refilled with a high-quality grease.

## II. *The Market: Who Will Buy Our Service?*

Two classes of car owners must be approached: (1) The man who washes his own car and performs other services for it. He must be shown how much more thorough a job can be done at the auto laundry, and how it is a waste of his time to perform those tasks which can be done here so much more effectively at reasonable cost. (2) The man who takes his car to another garage, but who can be shown the faster and more specialized service given here.

## III. *The Medium: How Shall We Reach Prospective Customers?*

Because of our location, seven blocks off the square on Mifflin Street, newspaper advertising would be unwise. Much of it would

be wasted on car owners who live too far away to be prospects. The solution to the problem is direct mail. Our recommendations are:

(1) A mailing list of 1,000 car owners on the east side, including businessmen, should be compiled.

(2) A four-page illustrated letter, to be printed on twenty-eight-pound substance two-text paper, and folded once to the size of the regulation business letter, 8½ by 11 inches, should be prepared. The advantage of this paper is that the front page, which will bear the letterhead of the company and the multigraphed letter, has a bond surface with the texture of high-grade business stationery. The inside of the letter, however (see enclosed sample), is coated and presents a fine printing surface for small-screen halftones.

(3) Two human-interest appeals should be used. The first should be a comparison of the ordinary method of washing a car with the way in which a small boy washes his face. He leaves a water line. There is a water line on every car washed in the ordinary way. There is, however, no water line on a car when it comes from Klean-Rite.

The second human-interest appeal is Mr. Manville himself, an exceptionally good personality that can be used in bringing in and keeping customers. Mr. Manville is a pleasant and likable man. His picture, showing his smile, should be featured.

(4) Now should come a description of how K-R cleans the car and a list of some of the more important services rendered. The services that are distinctive to this organization alone should be emphasized.

(5) The city survey made by Miss Barnes furnishes the company with an effective mailing list for future broadsides or selling letters. Every name on the list represents a prospective customer.

The cards can be sorted into any number of classifications: for instance, territory, newness of car, customer or good prospect, model of car, kind of car. *Each letter can be made a personal letter because we now have specific knowledge about each customer.*

#### IV. Recommended Sales Letter Program

(1) Letters telling of the convenience offered by Klean-Rite should be sent to the people living near the company.

(2) Letters telling about "call-and-delivery plan," which brings the service as near as the telephone, should be sent to people who live at greater distances from the company.

(3) To owners of new cars, letters should be sent telling them how Klean-Rite service protects for years the original brilliance of their cars. These owners should be warned of the harm done to the finish by sun, by rain, and especially by traffic film, when the car is not thoroughly cleaned and polished.

(4) The owners of cars that have been driven several seasons should be impressed with the possibility of restoring the original brilliance to their car through K-R service.

(5) Car owners who have not been customers can be approached through testimonials of satisfied K-R patrons.

(6) Former customers of the company can be reminded of the thorough servicing done by experts at the K-R shop.

Note the plan of this market study. The service is analyzed in eight sections, the character of the market is plainly defined, and six clear-cut recommendations are given for the use of illustrated sales letters.

### PROBLEMS

1. Following the method used in this section, assemble as many selling points as you can for one or more of the articles listed below. Include points on material, manufacturing methods, construction, method of operation, design and appearance, and uses. The articles are: (a) a small hatchet; (b) a fountain pen; (c) a pair of gloves; (d) a candid camera; (e) an electric fan; (f) an automatic pencil; (g) fifty feet of four-ply garden hose; (h) an 18-inch lawnmower. Keep the customer's viewpoint. Dig for your facts.

2. Write a paragraph about the process you must follow to make a market analysis for one of these articles. Give samples of the detail you must assemble: (a) a target pistol, (b) summer silks, (c) a sports sweater, (d) your favorite type of sports equipment.

3. As manager of School Supplies, Inc., write a letter to Merchandising Counselors, Inc., asking them to send a representative to discuss your marketing situation. Point out that you want more sales in order to reduce selling costs. Indicate that your first talk is to clear the field and uncover possibilities for co-operation. Suggest that, if you ask Merchandising Counselors, Inc., to make a study of your market, their recommendations must come before your directors for approval.

4. Write a description, about a page in length, telling how you would conduct a market analysis for any of the publications issued by your school.

5. Write a one-page statement outlining the information you will need before you can make a sales presentation for Webster's *Secondary School Dictionary*, latest edition.

6. Write a one-page explanation of the purpose of the report concerning the Klean-Rite Motor Service, Inc.

7. Choose a downtown business in which you have a friend or acquaintance. Ask the manager, or someone representing him, about how the store finds out who its customers are, what they want, where they live, and the best way to reach them. Ask about the use of sales letters.

(a) Prepare an oral report, to be given before the class, on "What I Have Learned from Talking to the Manager of . . . Store about His Customers."

(b) Write a paragraph on how a store manager can keep in touch with old and new customers, no matter how large the establishment becomes. Give one example.

8. Below are given the names of a number of familiar branded articles. Select one of these articles and indicate, in a four-hundred-word statement, the process you must follow to complete a basic data analysis and a market analysis in preparation for writing a sales letter for the article you have selected. In the course of your statement, supply samples of the kind of detail you must discover.

(a) Stanley bench hardware; (b) Keen Kutter tools; (c) Mallinson or Stehli summer silks; (d) Remington automatics; (e) Winchester rifles and shotguns; (f) Stevens target pistols; (g) Blue Streak ice skates; (h) Bradley sport sweaters; (i) Pennsylvania lawn mowers; (j) South Bend fishing tackle; (k) Spalding tennis balls, Wright and Ditson racquets; (l) Wilson Brothers sporting goods.

## **SECTION 2**

### **CHOOSING THE CENTRAL SELLING POINT AND GETTING ATTENTION IN THE SALES LETTER**

**Stimulating the Desire to Buy.** Of the three chief methods for stimulating human wants, the first is based on the use of the article itself. You try the article. You like it better than others of its type. As long as you can conveniently get it at a price you think satisfactory, you buy it in preference to any other. Note this: the article must be conveniently available. You must be able to find it without using up energy hunting for it.

The second method is personal selling, usually by salesmen who travel from buyer to buyer with facts about the product and the uses to which it can be put.

The third and most widely used method is the written sales message. All three methods of stimulating wants may be used together in an interwoven program.

**The Sales Letter: Its Four Parts.** The sales letter, an example of the third method for stimulating wants, performs four major duties:

1. It attracts favorable attention (discussed on pages 445 to 450).
2. It arouses interest (discussed on pages 453 and 454).
3. It stimulates desire and convinces the mind (discussed on pages 454 to 468).
4. It gets action (discussed on pages 473 to 486).

Few letters express these four aims with equal emphasis. But when one dominates, the others are implied. For example, letters answering inquiries may assume that interest already exists and may proceed at once to stimulating desire and convincing the mind.

Let it be understood, of course, that the four structural parts are never boxed off in separate compartments. Although we study them separately for convenience in discussing and

illustrating them, we recognize that they flow together into a logical unit of thought. In brief, the four parts shade into one another like the colors of a rainbow, the thought stream flowing smoothly ahead from one part to the next until it reaches a final focus in action.

The sales letter follows the principles of personal salesmanship. How close the parallel is may be seen from what every good salesman must do:

- (1) Attract attention.
- (2) Maintain interest by giving plentiful facts showing the value of the article.
- (3) Stimulate desire and convince the mind by demonstrating the features that make the article valuable to the purchaser.
- (4) Close, that is, secure favorable action.

**A Sales Letter Analyzed.** To show how they are performed, let us analyze a sales letter that carried out all four functions in a complete sales appeal. The tested letter beginning on page 442 sold more than one hundred thousand dollars' worth of books.

You can recognize the unfolding of a complete sales appeal after you see the letter broken down into its underlying structure. A gripping concrete fact seizes your attention in the first line. The first three short paragraphs place you in the midst of a little drama and whip up curiosity. Now come two paragraphs of factual material to develop and sustain the interest aroused by the point of contact. These paragraphs then swing around to you, showing how you, too, may master the same methods that brought such unexpected success to the general manager. These two paragraphs, and the two that follow, develop desire for the book and convince the mind that it is worthy. Finally come three brief paragraphs to stimulate and make easy the desired action.

This letter discloses the essential features of a complete sales message. We shall presently look more closely at each of these essential features in order to understand better how they work.

*\$22,267.64 from a single letter!**Attention*

The General Manager was amazed. He hadn't the remotest idea that *he* could write a letter that would bring in more than \$20,000 worth of business. But there were the returns to prove it—order after order from his circular-letter campaign to win back 1,305 old customers.

Was, then, this \$22,267.64 letter pure luck?

Not exactly! For when the General Manager heard of our unusual publication on business correspondence, containing the actual working methods of R. R. King, the well-known specialist, he was among the first to send for a copy. A few weeks later he wrote us:

"I must say that I never knew there were so many fine points in business letters as I found in Mr. King's work. Below are the detailed results of my circular-letter campaign to win back 1,305 old customers. I most certainly owe the unusually good results to your publication.

Business received from first letter .....\$22,267.64

Business received from second letter ..... 3,879.67

Total .....\$26,147.31

Average invoice .....\$82.74

Average business for each name .....\$20.03

Percentage of returns from first letter .....17.90%

Percentage of returns from second letter ..10.70%"

*Interest*

This is the very frank statement of the treasurer and general manager of an important concern in . . . , Wisconsin. (The name is on file in our office.) Seldom, if ever, has there been such a whole-hearted endorsement of a publication. None the less interesting, however, is the experience of W. W. Mays, of Albany, New York, who, after reading the part dealing with the power a letter must develop, wrote one that made a \$1,200 sale. As soon as Whitley Supplies, Inc., heard of the publication, they bought a copy and later reordered five copies. Hundreds of concerns are using this book to increase sales, collect slow accounts, and soothe disgruntled customers. Their letters are becoming more human, more compelling, more effective.

Now, the same methods that these concerns have found so valuable are offered to you in *Effective Communication in Business*, the new 650-page book by R. R. King. Here are really explained, illustrated, and applied the basic principles behind all letters,

*Desire and  
Conviction*

including those that win orders, bring delinquents to time, build up goodwill and prestige.

This remarkable book shows how to judge the weight of the work a letter must do, how to express feelings or ideas in words, how to overcome indifference or opposition, how to make your meaning clear, how to make your letter get action, how to make your letter grip attention, how to plan letter-heads, how to organize correspondence work, how to test letters, how to find and use ideas for letters—650 pages on the preparation of business-winning letters and methods that make for success in mail work. (See the circular enclosed.)

*Action*

Will you examine a copy of this book?

Send no money now. The book is yours on approval for five days' free examination. If you are entirely satisfied, remit according to the terms on the card enclosed. Otherwise return the book.

The sooner you get this book, the more quickly you can begin to use it. So send the convenient examination card today—now!

**Selecting the Central Selling Point (Buying Feature).** That feature of the article most likely to make the strongest impression upon the prospective buyer should be made the central thought of the letter. That feature is called the central selling point. From the buyer's view it is the feature that makes him most want the product, the feature that is most likely to make him buy.

To find the central selling point, you must know (1) what the reader wants and (2) what the article can give, and then you must bring these two points forcefully together. Among the many qualities discovered in analyzing the product, there will be one—possibly a striking feature that sets it off from all other products of its type—that makes it particularly desirable to the class of readers you are addressing. This is your central selling point. You determine this central point by studying the features of the product in relation to the needs and the desires of the reader. You sift the qualities of the product through your sieve of market analysis and draw forth the one central selling point that most powerfully harmonizes the product with the buyer's chief need.

**Example of Finding the Central Selling Point.** A manufacturer of electrical equipment brings forth a new electric fan. It has all the qualities of competing electric fans. It is handsome in appearance, attractive in finish, efficient in operation, equipped with several speeds, capable of delivering huge quantities of air, as silent as most fans. But it needs no safety guard because *its blades are made of harmless rubber*. Near this fan small children can play in safety. This feature is the central selling point, for buyers are seeking a safe fan.

**Bring the Product Into Focus With the Reader's Wants.** You have now brought your electric fan into focus with the desire of the reader for a safe fan. You have harmonized your product with the reader's need. The harmless rubber blades are the one point about which everything else in your letter turns. For the buyer who will use this fan in the home, the flexible blades are the valuable central feature.

**The Central Selling Point Shifts as the Class of Buyer Shifts.** The class of buyer determines the central selling point. For example, to the careful mother the central point is the harmless rubber blades of the fan; to the electric-appliance dealer the central point is that the fan sells faster than other competing fans in the same price class and therefore will give him more profit through faster turnover; to a purchasing agent buying fifty fans for a company with a large office, the central point may be that the fan costs no more than competing types and needs little adjustment or repair.

**Selecting Material to Support the Central Selling Point.** Do not confuse your reader by giving him too many points. Emphasize one. Then add concrete facts that support the central point, seeing that they are sharp, definite, and detailed, and that they give useful information.

For example, in addition to the central safety feature of the rubber-bladed electric fan, you will probably want to tell the reader that the new model is streamlined and crinkle-finished in soft shades of brown, green, or ivory; operates for

two hours at a cost of one cent; has three speeds from zephyr to whirlwind; delivers by test 25 per cent more air volume than any earlier model; and has an improved Silent-Night motor with bearings permanently oiled and sealed for long life. A second letter may take up other selling points (buying features) and present them in turn.

**Attracting Favorable Attention.** Beginning a sales letter is like boarding a moving train. The act may be done with faultless ease or with a dangerous jar. No wise man jumps at the car steps headlong. Instead, he runs beside the coach, increasing his speed until he is moving as fast as the car. Then he swings aboard.

Something like this action is taken by the skillful writer in opening his sales message. He swings aboard the reader's train of thought. He diverts the reader's attention from foreign distractions and centers it upon what he has to say. He does so through the statement of an arresting fact, or through a question, or through an agreeable assertion. Perhaps he makes a statement that puts the reader into an attitude of assent; that will make him say, "Yes, I've often thought of that myself," or, "No question about that; it's true." Such openings incline the reader to say, several paragraphs later, "Yes, I am certain that I want this article."

To intercept the reader's attention, sales writers use:

### Methods for Getting Attention

(1) A significant fact: "\$22,267.64 from a single letter!" "Yale University orders 84!"

(2) An agreeable assertion: "You readily pay four or five pennies for a newspaper. But for this booklet, much more interesting than a newspaper, I believe you will willingly pay several pennies more." "The life of a bubble is a matter of fleeting seconds."

(3) A reference to current events: "This morning the President, the ten members of his Cabinet, the nine members of the Supreme Court, and the five hundred and thirty-one members of the Senate and House of Representatives are receiving their copies of the *United States News*."

(4) An item of news: "Sixty per cent of merchandise is bought on or after the salesman's fifth call. But only 12.7 per cent of the salesmen make a fifth call."

(5) A phrase of human interest: "Andrew Carnegie said that his recipe to enable a poor man to get rich was to save \$1,000 and then begin prudent investing."

(6) A quotation or an epigram not overused: "'If at first you don't succeed,' was carried to the seventh degree by the famous old Scottish warrior."

(7) A phrase that compresses the point of the letter: "The owners of the woolen mills in Scotland are making you a present of a twenty-dollar bill." (For a letter stressing a reduction)

(8) A question: "Could you obtain a blank piece of United States bank-note paper? No, because each sheet is registered and guarded." "Have you a hungry wastebasket?" (For a sales letter on wastebaskets) Avoid trite and heavily overused questions like, "Have you ever stopped to think . . . ?"

(9) A striking parallel: "In the Bay of Fundy everything afloat rises and falls fifty feet every twenty-four hours. Business in the United States and Canada periodically undergoes similar conditions." "The controlled key is to the Compotometer what the block signal is to the railroad. It doesn't let you proceed until everything is right."

(10) A miniature testimonial: "'Ride-control has given my car the most velvety ease and me the most velvety ride I have ever known,' remarked an owner recently. 'How did you invent it?' That is a story we want to tell you."

(11) The "if" opening: "If we should place in your office a typewriter and demonstrate that it would save you 32 per cent of your stenographic cost each day, you would let the old machines out by the shortest route."

(12) An action-picture or a little story: "A snap of the wrist . . . the line sailed out over the stream, the reel hummed merrily . . . a strike!" (For a sales letter on fishing rods and reels) "A flash . . . a flame . . . a puff of smoke . . . and precious papers gone!" (For a letter on safe-deposit boxes) "A foreigner, docking at New York, was told that the buildings were so tall that some of them were snowcapped all year. He believed this fairy tale; but when told about the modern miracle of the television receiver, he burst into unbelieving laughter."



Demco Steel Book Truck

# Yale University orders 84/

## Specifications

The many conveniences of the Demco Steel Book Truck are readily apparent. You may have shelf edges turned up or down. Swivel rubber casters make it easy to carry books from desk to shelf, from shelf to shelf and from room to room.

Sturdy construction guarantees a life time of service. Bolts and side braces, that have a tendency to loosen, have been eliminated and we are using the new welding process of construction. Welding also enhances the appearance. Finished in olive green.

Shelves are 12" x 30", with 34" height, the lower shelf 16" from the floor, the upper shelf 12" from the lower shelf.

Also available with improved ball-bearing casters at time of purchase for additional charge of only \$4.00.

Any questions you may want to ask about the popular Demco Steel Book Truck will be answered gladly. A thorough comparison is invited. An order blank is enclosed.

PRICE

**\$54.00**

*We Pay the Freight*

Miss Frances Stubbs, Librarian  
South Georgia Teachers College  
Collegeboro, Georgia

Dear Miss Stubbs:

The illustration above presents one of the greatest conveniences and easily the outstanding value in the library furniture field.

Complete specifications covering the Demco Steel Book Truck are given in the adjoining column. Please study them carefully. You will readily see why tests have proved the value of this feature to libraries of all sizes everywhere. You will see why Yale University ordered 84 after exhaustive tests and comparisons.

Note especially the sturdy construction.

You will make a wise decision if you order this truck today--it will save your associates many steps and tedious labor. This substantial bargain carries our earnest recommendation.

Most cordially yours,

*N. D. Bassett*

N. D. Bassett, President

November 12  
19

## Demco Library Supplies

114 SOUTH CARROLL STREET  
MADISON - WISCONSIN

### ATTRACTING FAVORABLE ATTENTION

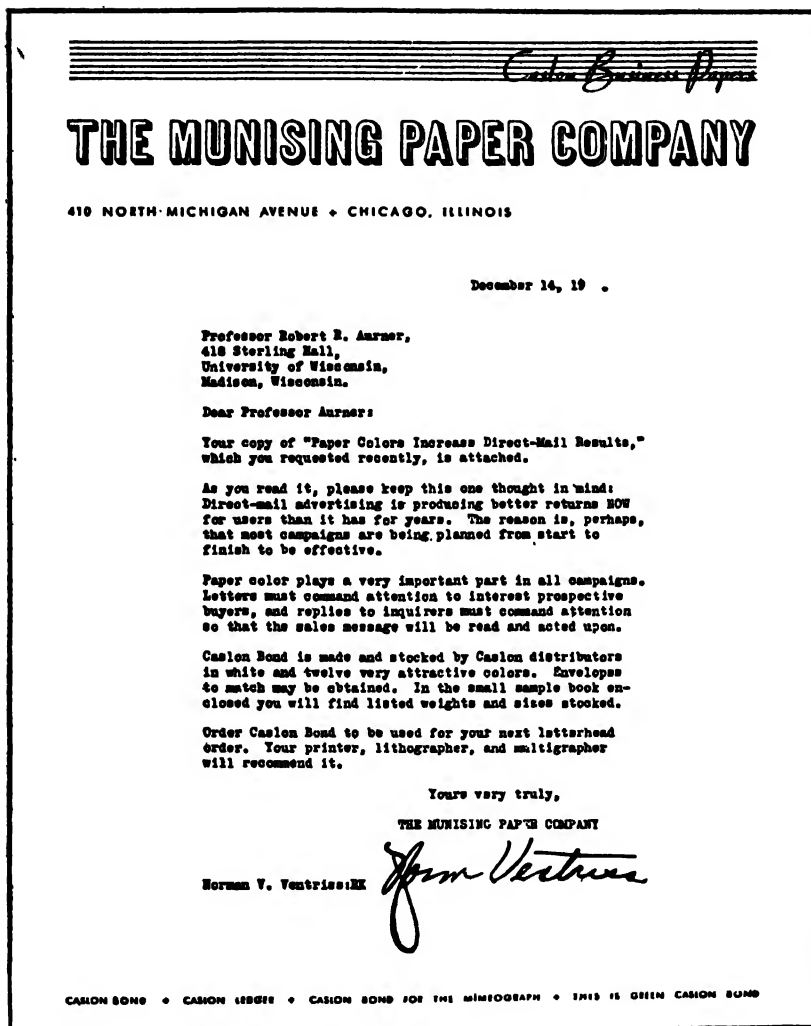
This letter lays heavy emphasis on the first two of the four selling functions, attracting attention and arousing interest. The letterhead occupies a minor position at the base. The dominant headline and illustration at the top (point of contact, or attention device), with the block of printed copy at the left, follow the effective technique of advertising display. The resulting attention value is high. The several paragraphs of printed specifications reduce the amount of material needed in the body of the letter and make possible a more personal message.

**Action-Pictures Arrest Attention.** "A window with something moving in it attracts dozens of people. The same window without the moving feature passes unnoticed," runs the comment of a display expert. "Let me give you an illustration. One of our toy windows had a moving train in it. There was a crowd four deep along the entire length of this twenty-foot window. As an experiment the train was stopped. Inside of ten minutes there were only two people left. The train was again turned on, and very shortly another large crowd was again looking in the window." *Action always arrests attention.*

**Things to Avoid in Opening Paragraphs.** Avoid these errors in opening paragraphs: (a) Emphasis on "we" and "our company." (b) Trite questions. (c) Unconnected and irrelevant beginnings: "Captain Hawk's round-trip flight to Rome in a day may be fast but so is our speed in getting in the latest styles for fall." (d) "Scare" openings: "Beware!" "Wanted at Once!" and the like. (e) Negative suggestions: "We know that you are beset on all sides by people wanting to sell you things, but we, too, should like a moment of your time." (f) Weak generalities.

**Color and Illustration Strengthen Attention.** Tinted stationery in pink, buff, or blue, and illustrations in one or more colors are not uncommon in sales letters. A certain manufacturer tested two letters, one on white and the other on tinted paper. The returns from the white letter were 10.5 per cent; those from the tinted, 19.2 per cent. He then tested two more letters, adding to each an illustration. The illustrated white letter drew returns of 20 per cent; the illustrated tinted letter, returns of 34 per cent.

The *American Paper Merchant* presents an account of another test that brought startling results. A manufacturer desired to market a new electrical appliance. A careful market analysis was made, a sales letter was decided upon, a ninety-nine per cent perfect mailing list was compiled, the sales copy was produced, and the mailing went out to eleven thousand selected prospects.



### A SALES LETTER CARRYING THE MESSAGE OF COLOR

The original letter from which this illustration was made was multigraphed with black ribbon on a green letterhead. The signature was in red ink.

When the replies were tabulated, they were found to total four per cent, far below the anticipated number. Dissatisfied with the result, the manufacturer called in an authority who,

in consultation, approved the copy but criticized its presentation. He planned a new letterhead. He divided the mailing into a number of color combinations. Finally he prepared the mailing in such a way that one half of the letters carried an illustration of the product, the other half, no illustration.

The same eleven thousand persons were again circularized, this time in eleven groups of one thousand each. Each group received the same copy with the same new letterhead design; but each group except two received the message on a different color of paper, with an envelope of a contrasting color. One half of the groups received the message with an illustration of the product, the other half with no illustration.

You will recall that the total return from the original mailing was four per cent. Now note the results of the eleven groups constituting the second mailing:

<i>Color of Letter Paper</i>	<i>Illustrated</i>	<i>Color of Envelope</i>	<i>Percentage of List Responding*</i>
White	No	White	9%
White	No	Blue	12%
Corn	No	White	14%
Green	No	White	16%
White	Yes	White	18%
Canary	No	White	21%
Corn	Yes	Blue	26%
Pink	No	White	26%
Green	Yes	Blue	28%
Canary	Yes	Blue	34%
Pink	Yes	Blue	48%

If mail were to be too liberally sprinkled with blue envelopes and pink letterheads, the effectiveness of this high-pulling color combination would be reduced, if not wholly destroyed. But without question the results of this test conclusively demonstrate the power of distinctive color combinations under prevailing customs and present conditions.

\* For normal direct-mail offers, responses as high as these are not to be expected. For some offers a two per cent response is considered satisfactory.

## PROBLEMS

1. Write sales-letter opening paragraphs for the following:

- (a) A letter to sell *The Autobiography of Theodore Roosevelt* [Use a significant fact.]
- (b) A letter to sell Fenestra steel window sash [Use a question.]
- (c) A letter to sell High-Lo super-spotlights, hand flashlights of high power [Use a brief story or a dramatic situation.]
- (d) A letter to sell the use of safe-deposit boxes [Use a striking parallel.]
- (e) A letter to sell Yale locks for doors [Use the "if" opening.]

At the top of each opening paragraph indicate in a parenthesis the type of buyer to whom you are writing.

2. Assume that you are going to write a sales letter for (a) a rubber-bladed electric fan, (b) a Lifeguard inner tube that can't blow out, (c) a leak-proof fountain pen with a sealing-valve construction that prevents leaks, (d) a turntable wardrobe trunk that has a turning platform in its base to make it easy to revolve the trunk with the touch of a finger and that gives quick access to garments or drawer sections. Using one of the twelve methods listed in this section, write the opening paragraph for each of these four products.

3. You are about to prepare a letter, with an illustrated leaflet enclosure, to sell to well-to-do housewives the following article:

*Berkley eight-cup percolator:* a graceful spout-type percolator in polished, nontarnishing chrome-plated finish, with a cool, comfortable handle in natural walnut finish, an adjustable-speed electric heating unit in the base, and a safety thermostat switch-control to prevent overheating.

(a) Select the central selling point. (b) Explain in writing how you arrived at this selection. (c) Write the opening paragraph for the sales letter. The housewives will be invited in this letter to visit an electrical-appliance store of your town, the Kendall Lighting and Equipment Company, 2040 Mandan Street, and enjoy a sample cup of coffee brewed in the Berkley eight-cup percolator. If this information helps you in writing your opening paragraph, use it.

4. From a leading national magazine select twelve articles, preferably priced under \$25. Make a list of these articles. Assuming that you are going to write a sales letter for each one, write the opening paragraph for each. Try to use a different method for each.

5. From a leading national magazine select two or three articles that sell to consumers for \$250 or more. Make a list of these articles. Assuming that you are going to write a sales letter for each one, write the opening paragraph for each. Try to use a different method for each.

6. Suppose that the "\$22,267.64 letter" analyzed in the early pages of this section is to be sent to the general managers of five hundred business concerns using sales letters and other direct mail in developing business. In a written one-page statement select the central selling point, and explain how you arrived at your decision. In another paragraph include some of the important facts that might be used as material to support the central selling point.

### SECTION 3

## AROUSING INTEREST AND DESIRE IN THE SALES LETTER

The first sentence of a sales letter should switch the reader's thoughts away from the business engaging them and secure his undivided attention. The subject of the letter then has a chance to gain a clear field, to make a forceful impression, and to arouse sustained interest.

**Arousing Interest.** Interest, leading directly into desire, is aroused by facts, specific information, and concrete detail. As the facts become clearer and the details more vivid, the reader begins to visualize the article, see what it can do, appreciate his need for it. His interest mounts steadily higher until, by imperceptible shift, it becomes desire.

**Physical and Emotional Description.** Two commonly used types of description, each of which is given concreteness and vividness through sharp detail, are:

(1) *Physical description*, in which the literal details of the exterior of an article are given: size, shape, color, length, breadth, height, texture, taste, sound, odor, or the like. (2) *Emotional description*, in which the uses of the article are pictured: the pleasure, the satisfaction, the joy the buyer will have in using the article to fill his needs.

Physical description lays the groundwork on which interest is built. It may tell of the velvety texture of cloth, the rich tone of a musical instrument, the petal delicacy of lace or perfume. It may give the brute power of a tractor, the tensile strength of a steel girder, the speed of a diamond drill.

Emotional description lays the groundwork on which desire and action are built up to a favorable climax. It translates the cloth, the musical instrument, the lace, the perfume, the tractor, the steel girder, and the diamond drill into uses that fill a human need. *A television cabinet, pictured by physical*

description, may be of handsome burl<sup>d</sup> walnut, measuring 2 by 4 by 4 feet and finished in late Italian scroll with concealed controls. But the same television cabinet, by emotional description, becomes a miraculous box of mystery by which one can vault the hemispheres and see around the earth, can visualize from his armchair the tossing waves of the Atlantic, can see from his living room the British Prime Minister addressing the House of Commons.

**Stimulating Desire and Convincing the Mind.** Materials for interest and desire can rarely be separated into sections. Like quicksilver, they run together, each reinforcing the other. A personal tone, thoughtful of the reader's interest, develops confidence and persuasive force. This personal tone should run straight through the letter from beginning to end, across each of the four sections. The difference between interest and desire is largely a matter of (1) degree and (2) appeal to emotions. The interest begins with impersonal facts but moves on to personal appeals linked to the reader's needs, and thence to action.

#### *Developing Interest and Desire*

Rhino Foundry wheelbarrows should be "gluttons for punishment." Overload, bump, jolt, and jar these husky barrows, but you simply cannot make them quit. Day after day, month after month, they stick on the job long after weaker barrows have retired to the junk heap. The men like them, for they put weight where it belongs—on the wheels, not on the wheeler.

There are special barrows for sand, charging, castings, and cores, besides general-purpose barrows of differing capacities. All have rugged strength for heavy foundry duty.

In this vivid physical description of the Rhino wheelbarrow, interest shades into desire as the product is fitted to the reader's need and its special uses are stressed.

**Types of Evidence for Proof of Value.** On page 455 are the types of evidence most useful to arouse interest, to stimulate desire, to lay the groundwork for confidence and belief, to convince the mind, and to give proof of value:

- (1) *Facts*
- (2) *Figures*
- (3) *Explanation of construction*; how the product is built
- (4) *Tests* by the maker, laboratory, dealer, consumer
- (5) *Samples*, sometimes enclosed with the letter
- (6) *Trial use*
- (7) *References*, such as a list of satisfied owners
- (8) *Testimonials*: (a) expert testimony of scientists or authorities; (b) user's testimony as to satisfaction in use. A testimonial, like a guaranty, is a powerful device toward action because it removes skepticism. Example: "Ask the Man Who Owns One."
- (9) *Guaranties*
- (10) *The product in use*: lively and pleasant pictures of the product in use—not merely the air-conditioning unit, but "a living room of cool comfort through summer heat"
- (11) *Savings and economies made by purchase*
- (12) *Pleasure* of immediate ownership, and similar appeals to powerful human motives (listed in later pages)

These twelve types of evidence give force to sales letters and all other kinds of sales work.

Let us illustrate these types. A business executive is accustomed to methodical reasoning. He will be interested in any article—a dictating machine, a computing machine, a duplicator, a tabulator—if you can supply facts, figures, evidence, and definite proof, which show that he can make more money, cut his costs, increase his output, simplify his routine, increase his sales, or stop losses. These are centers of interest that call for facts and more facts, sharply and concretely laid before him. Present such facts, and you tap these centers of interest and gain power for your appeals.

The following facts will prove interesting and convincing to a hardware dealer or a hardware buyer:

#### *Effective Choice of Construction Details*

Klamp-Jaw pliers are hand forged and hand finished from high-carbon steel with a grain as fine as that of a file. Their clean, drilled pivots will never jam, and the handles are forged to fit the grip. The finish is chromium on satin steel.

In this short paragraph the crisp explanation of construction, how it is built, detail by detail, convinces the reader that the product is excellent.

A sales letter is like a short story or a hundred-yard dash. To win, it must get a fast start and keep up the pace to the final spurt. "Write a first sentence," says a short-story critic, "that will drop the reader into the opening of the action and make him read on to find out what spurs his curiosity." Continue with tested facts that picture the quality of the product and cause the reader to accept its excellence. The reader must have enough facts before he will buy.

The following paragraph chooses details of construction, carefully selected to highlight desirable features and to convince the reader with proof of value:

*Facts and Details for Proof of Value*

You will like Silkfit shirts for the extremely close weave of their fine lustrous broadcloth, their customlike tailoring, their full, roomy cut, the preshrinking of their material, and their precision fit for men of every build—from our range of fifty-eight different sizes and sleeve lengths.

**Dramatizing Evidence.** In the sales letter on page 457 note the high quality of attention, the atmosphere of narrative suspense, which is the heart of good short-story writing. Observe the excellent contact paragraph, the array of interest-arousing facts, the pictorial detail, and the dramatizing of the setting.

Note how in this letter (as well as in the letter beginning on page 442 and that on page 447) interest is warmed into desire. Facts alone may leave the reader cold and unmoved until he is made to see that they have a particular application to *himself*. To stimulate desire, the letter must fit the article to the reader's needs by picturing it in use or by showing the advantages of its use. The reader, (1) his interest aroused, (2) his desire sharpened, (3) his mind convinced, and (4) his buying mood established, quickly puts himself into the picture.

*A Letter Dramatizing Evidence***Attention**

They are waiting for you to speak. . . . It is the end of the chapter. The pens of the distinguished poets, novelists, philosophers, critics, adventurers, who fill the pages of *Harper's Magazine*, are still.

The whole famous company pauses. Your subscription to *Harper's* has expired, and they are waiting for your approval of their past efforts to present to you the best of the thought of today.

Christopher Morley in Normandy. . . . William McFee in the New Granada. . . . American radicalism with Bertrand Russell. . . . Rollo Walter Brown on the creative spirit and the church. The new twelvemonth will be a rich one. Sheila Kaye-Smith, Gamaliel Bradford, Ernest Boyd, Philip Guedalla, Ludwig Lewisohn, Rebecca West, W. L. George, Jerome K. Jerome, Katharine Fullerton Gerould—all these, and many more, will contribute to your delight.

**Interest and Desire**

The January number defies us to do more than suggest its amazing contents. With the genial humor that endears him to the discriminating public, Christopher Morley tells of rollicking through France. The recollections of General Grant's son of life in and out of the White House begin a fascinating story.

This leaves still unmentioned Rollo Walter Brown's searching indictment of that singular prejudice that follows art: W. L. George's raillery at the folly that is Palm Beach; the latest prize stories of the Harper contest; and a continuation of Sheila Kaye-Smith's intriguing novel *The George and the Crown*.

**Action**

Because we believe you will not want your seat at the Harper table to fall vacant, we include a memorandum bill. We take this moment to inform you of our special two-year rate of only eight dollars, as compared with the one-year price of five dollars. May we suggest that your renewal be sent to us in time to avoid any chance of missed issues?

**Vivid and Concrete Detail Generates Interest and Desire.** Nowhere are vividness, colorful concreteness, and pictorial fact more essential than in sales writing. Contrast, for example, the two paragraphs at the top of page 458:

*Vague, Drab, Dull*

Models of our vacuum cleaners are supplied with control switches in those locations which experience has shown to be most convenient.

*Vivid, Pictorial, Dynamic*

For convenient control you may have your choice of kick switch in the handle fork or snap switch in the pistol grip.

This is the right time to review the discussion of concreteness, pages 227 and 228, and vivid word choice, pages 265 to 274. This review will give you a better start on problems to come.

**Developing Pictorial Power.** The popularity of picture magazines supports the belief of the ancients thousands of years ago. Down the dim corridors of time has come the oft-quoted historic saying of the Chinese philosopher, "A picture is worth ten thousand words."

Adjectives, the picturemakers, add power to the picture that vivid nouns and colorful verbs begin to paint. With a deft touch here, quick suggestion there, neat adjectives can turn a printed page into luminous glow. With a frightful crash here, a sledge-hammer blow there, burly adjectives can transform a printed page into terrorizing fear.

**How Professional Writers Develop Picture Power.** Professional writers develop power in sales letters, direct-mail pieces, catalogs, and booklets through selected illustrations, colorful verbs, pictorial adjectives, and concrete nouns. Note the vital part adjectives play in the following contrast:

*Original Selling Copy*

Crystal of rare design and excellence sparkles here. Formal patterns glitter starlike in rock crystal, decorative Bohemian glass, fragile Venetian ware. Choose, if you will, from crystal salad sets, cocktail sets, and grapefruit sets—gallant gifts, all of them. [Ovington's]

*Stripped of Its Adjectives,  
Selling Power Gone*

We offer high-quality glassware in a number of varieties of glass and in several kinds of table sets.

In its original message Ovington's, a famous gift shop in New York and Chicago, captures much of the fragile glitter, the crystalline sparkle, and the delicate tracery of its beautiful glassware. Here is another contrast:

*Original Selling Copy*

In the beautiful nothingness of crystal is hidden magic; its secret art is reflection of dancing lights and mysterious colors. There's a deep-etched ware encrusted with coin gold; iridescent crystal of conspicuous loveliness; hand-blown glass with fairylike etching.

*Stripped of Its Adjectives,  
Selling Power Gone*

Our glassware is attractive because it has color and light. On some of our items we add attraction by putting on a design. Such glassware has to be made carefully.

The skilled copy writers of a famous agency produced the original copy for the Fostoria message above. Their task was to give point and power and descriptive vividness through rich adjectives of beautiful delicacy.

**How Vivid Pictures Add Selling Power.** You are now the manager of the safe-deposit department of the First National Bank. You are preparing a sales letter to increase the number of rentals of safe-deposit boxes in your bank vault. How will you analyze this problem? First you make a simple market analysis:

(1) *The service:* Rental of a safe-deposit box for one year for the positive safeguarding of valuable papers

(2) *The market:* Persons of sufficient means to have papers or valuables important enough to need safeguarding

(3) *The medium:* A sales letter with a descriptive enclosure.

Next you select the central selling point—safety, protection against thievery, and freedom from the worry of destructive loss. Then you assemble supporting facts, and decide on a narrative appeal to the emotion of fear and the desire to protect personal property. Your letter may appear like one of those given on page 460.

*Contact Paragraphs Full of Gripping Attention*

And then—

"There was a crash, and the room was plunged into darkness. I turned and fired at a masked figure silhouetted against the open window—"

Now go on with the story in "Security," the folder enclosed with this letter. This has probably never happened to you, and we hope it never will. But it did happen to . . . [and so on].

*Striking Appeal to Motives of Fear and Protection*

Passing his fingers over one of the twenty-seven expanding bolts on the seventeen-ton steel door of our new vault, the manager of our safe-deposit department said to me:

"You know, this department of mine is really offering the patrons of this bank fire insurance without any premium."

That remark set me to thinking. It flashed into my mind that we are doing something even more than insurance could ever hope to do—we guarantee to our patrons the return of an article when it is called for, and not merely payment of its assessed value after the article is smoldering in ruins.

Your bonds, your contracts, your insurance policies, your wife's bracelet heirloom, or perhaps the ring great-grandmother bequeathed to her great-grandaughter, all will be safe in our massive new vault. Safe! No matter if all Trenton should be swept by a holocaust! For a penny a day you can place your valuables behind heavy concrete bastions reinforced with thick walls of bent railroad iron and battleship steel.

Before red tongues of flame sear into ashes the precious documents you would not lose, think and—ACT!

Vivid constructive (or positive) appeals are ordinarily preferred to vivid fear (or negative) appeals. But when the product or the service is one of protection to human life or property—as in the case of safe-deposit boxes, life and fire insurance, automobile chains, firearms, inspection services, alarm equipment, and the like—appeals to the motives of fear and self-protection are in order. Hence, the vivid danger-of-loss appeals in these letters are justified.

**"Subordinate-Action Suggestion" Strengthens Interest and Desire.** Any kind of action, suggested or otherwise, seizes attention. An object or a person in motion attracts more attention than an object or a person still.

Action is an almost certain device for catching attention at the point of contact. Test yourself on these action pictures:

(a)

When Mr. Sedgwick told me that he had on his desk the five most extraordinarily interesting manuscripts that had ever come into his hands, I thought, "Something special must be done."

(b)

A short time ago we received the enclosed letter from Madame de la Fichet, now busy scanning styles on the Rue de la Paix. Since then she has excitedly cabled. . . .

(c)

While waiting on the tenth tee, where the ball must be played over a pond, I watched four golfers making their shots.

**Invite the Reader to Test It Himself.** Similarly, an effective device to seize attention and stimulate interest and desire is to *suggest that the reader himself do something to test the article*, to try out the product, to put it through its paces. This is called "test-it-yourself" suggestion. The suggestion is usually made in the body of the letter, although it may appear in a postscript or on an enclosed slip or leaflet. Perhaps the most famous of all "test-it-yourself" suggestions is that which has been used for years by the manufacturer of Iver Johnson revolvers: as a test for safety, "Hammer the hammer!"

Stockholders of the Duplan Corporation, New York, recently received a sample of glass cloth woven by the company, with the following invitation: "Touch a lighted match to this fabric. It will not burn!" The glass-cloth sample, inside a folder telling where and how the cloth is used, came along with a dividend check.

The idea of the mailing was to assure stockholder participation by inviting action, just as audience participation is obtained on a radio broadcast. It also seemed an excellent way to show stockholders one of the company's products. Since glass cloth is readily dramatized, it was selected for highlighting.

Results of the mailing surpassed all expectations. Not only did stockholders try the match test, participating as

### Stone Process of Parchmentizing

The grease-resisting quality is imparted solely through the drawing out action exerted by the imported stone blades between which the fibrous pulp is passed. Pulp so treated forms into an absolutely non-porous, grease-resistant paper of highest quality. Wrappings of this character render the contents of the package proof of all kinds—neither air nor dirt can get in—and grease and freshness cannot leak out.

### Make This Simple Test Yourself

Prove to yourself the non-porosity and grease-resisting qualities of this paper by making the "blister test" with a match and hold the paper over the flame. Light a match and hold it momentarily close to the sheet. See how quickly "blisters" are formed! Only an honest grease-proof parchment acts like this. A more conclusive proof of Parchstone's superiority is presented by the "turpentine test."

"Papers that will resist the penetration of turpentine for seven minutes using 50 pounds, like Rhineland Parchstone, are called parchment, like genuinely Greaseproof. Such papers, like Rhineland Parchstone, will resist grease indefinitely."

This is because only a non-porous sheet—one having no holes, no matter how minute, will stand the testing purposes, heat is suddenly applied. The moisture in the sheet, sealed in between the two non-porous surfaces, which expands, thereby forming blisters. This is the same action demonstrated in the lower right hand corner of this sheet of Rhineland Parchstone you are now examining.

### Porous Sheets Will Not Blister

A porous, or non-sealed sheet, when it permit the vaporized moisture to pass right into the air, and no blisters would be formed. If, however, a sheet is so non-porous that it will not permit the escape of the moisture, and blisters are formed from applied heat, then it certainly is extremely resistant to grease penetration. Such is Rhineland Parchstone, the incomparable greaseproof parchment—made by the Rhineland stone process.

*If it Blisters  
it's Greaseproof!*

RHINELANDER

PARCHSTONE

Made and Guaranteed by

THE INCOMPARABLE GREASEPROOF PARCHMENT PAPER CO., NEW YORK, N. Y.

### A TEST-IT-YOURSELF SUGGESTION

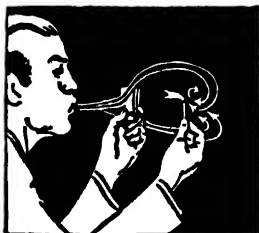
Observe the inviting action suggested in this test. Both the copy and the layout design make strong appeal to curiosity.

hoped, but they also started telephoning the company before ten o'clock the day the check and sample were received, asking where the fabric could be bought. There had been no intention of building a market through stockholders. The market just seemed to create itself.

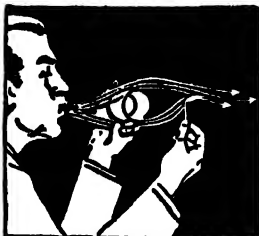
A parallel example is that of an insulation company selling home insulation made of rock-wool fiber. To demonstrate its fireproof safety, the company enclosed a small sample and in the body of the sales letter made the same test-it-yourself suggestion: "Strike a match, hold the rock wool in the flame, and try to burn it!"

A similar method is used by salesmen of the National Cash Register Company: "Press this button, Mr. Forbes, and see what happens." By test-it-yourself suggestion they invite the prospective buyer to demonstrate the action. They do not *say* what the machine will do. They suggest that the prospect press the button and *see* what it will do.

The illustration at the bottom of this page presents another example of test-it-yourself suggestion.



Hold a lighted match behind a flat surface such as a safety match packet. Then blow at it. The flame is sucked toward you.



Then use a tumbler, instead of the match packet. Blow again. The air flows around the tumbler without any disturbance and the flame is blown away from you, if not completely extinguished.

This simple test explains the basic aerodynamic idea behind the new Airflow. This car has no flat surfaces and therefore eliminates wind resistance. The air flows around and over it exactly in the manner illustrated in the test with the tumbler.

#### A TEST-IT-YOURSELF SUGGESTION

The man is making a simple test to show the action of air in flowing around differently shaped objects.

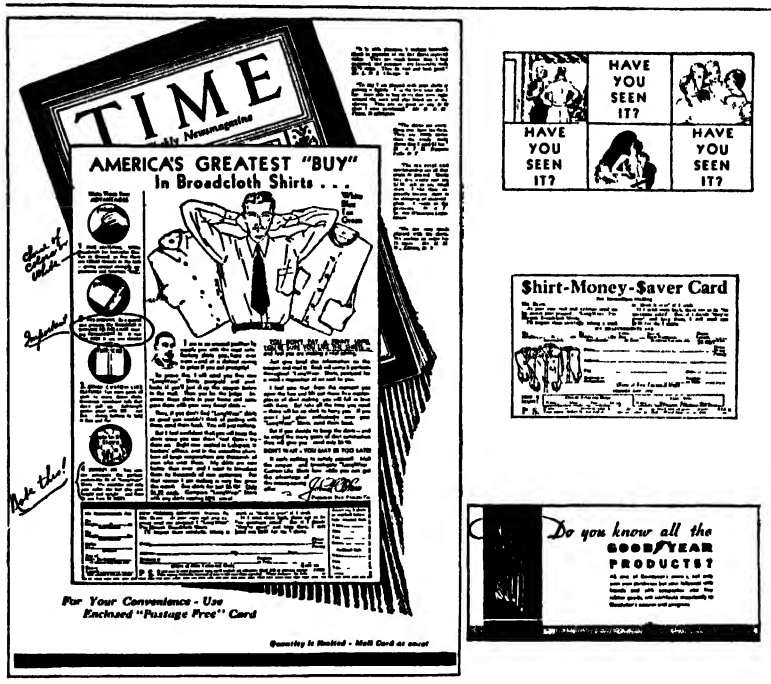
**Results of Trial Action.** When the reader performs trial actions and makes tests for himself, four valuable results take place: (1) The prospect does something that dramatizes the central point the seller wants to drive home. (2) A mental association is built up on one strong selling point. (3) Interest is aroused. (4) The reader is put into a receptive attitude for further information. Testing is commonly associated with enclosed samples.

When material of any kind is enclosed in an envelope, it should be clearly referred to in the sales letter. The reader should be urged to examine and act upon the enclosures, which, of course, are included for this very purpose. Note how the following letter moves swiftly along toward the action request:

To the Man With His Eye on the Balance Sheet:

<i>Attention</i>	{	When your fireman slips his shovel into your pile of coal, fills it to the edge, and pitches it into the yawning maw of the boiler firebox, he's drawing on your bank account just as truly as the bookkeeper who fills out checks for you to sign.
<i>Interest</i>	{	Now, if there's a way in which you can coax more of the heat units out of those thousands of shovelfuls of coal— If there are leaks you can stop— And wastes you can prevent— You want to know about it!
<i>Desire and Conviction (Enclosure)</i>	{	Just turn this page—and, in a glance or two, learn the full significance of the message there.
<i>Action</i>	{	Then use the information blank to get a better view of your steam and fuel condition— All without expense or obligation to you.

**Enclosures Reinforce Interest and Desire.** Supplementary material in the form of testimonial letters, leaflets, folders, pamphlets, samples, an order blank, and a business reply card or envelope may be enclosed in various combinations with the sales letter. They become particularly important when only one sales letter is to be used with no follow-up. Here they carry the greater part of the sales load, as they may also in a follow-up sales campaign. Enclosures make possible



TYPICAL SALES-LETTER ENCLOSURES

the use of display type, headlines, illustrations, and color. At the top of this page are illustrated several typical sales-letter enclosures.

**Testimonial Letters as Convincing Enclosures.** Copies of testimonial letters, made by the photographic, photostatic, or facsimile process, are often enclosed with sales letters to add a new type of evidence. Note these two types of testimony: (1) user's, or ordinary, testimony and (2) expert, or authoritative, testimony. The second type is preferred because the expert knowledge of the person giving the testimony enables him to be more accurate in his statements. Both types, if honest, are effective, but the second is almost always the stronger of the two.

Two examples of expert testimony from two eminent citizens are reproduced on page 466. Photographic copies of

THE WHITE HOUSE  
WASHINGTON

My dear Mr. Lawrence:-

October 2, 1916.

Your ordering  
a daily typed survey of all the  
business of the Federal Government,  
grouping related activities, is a work  
which will make our citizens to  
understand and use the fine  
facilities the Congress provides for them.  
Such a survey will be useful to  
schools, colleges, business and professions  
here and abroad, wherever there is  
interest in its practical working  
of our government.

Yours,  
Robert La Follette,  
Mr. David Lawrence, President,  
"The United States Daily",  
Washington, D. C.

JOHN W. DAVIS  
PRESIDENT  
NEW YORK

January 3, 1927.

The United States Daily,  
222 and M Streets, N. W.,  
Washington, D. C.

Gentlemen:

The United States Daily has made itself  
so indispensable in the work of my office that I  
feel I should write you a word of commendation.  
In my judgment you are doing admirably the "task"  
that you set for yourselves when the Daily was  
created. I know of no other source from which  
I can obtain so complete and accurate a picture  
of the various activities of the Government. Nor have  
I been able to detect any partisanship whatever in  
either the selection of items or the manner of re-  
porting them.

I can wish nothing more for the New Year  
than that you may sustain the high standard that  
you have already set.

Believe me,  
Sincerely yours,  
John W. Davis

## TESTIMONIAL LETTERS

These letters are examples of testimonials from eminent men. Photographic reproductions were sent as enclosures in sales letters.

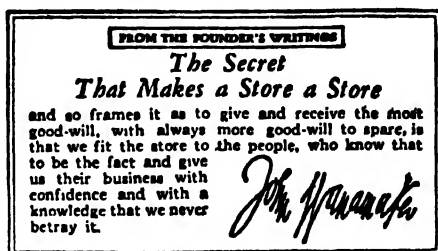
these letters were enclosed in one mailing of a follow-up campaign for the *United States Daily*. Testimonial letters are, in effect, *indirect* sales letters.

**Adapt the Letter to the Reader.** The "you" attitude is, of course, as important in sales letters as in other types. No man will spend his money unless he sees that a resulting advantage will accrue to *him*. For this reason it is important to dramatize the use of the article, with the reader, if possible, doing the using. The "you" attitude, with sales-letter examples, is discussed on pages 210 to 215, under "Consideration."

In sales writing, select one person out of the group you are addressing and write directly to him. Convince him and you will convince the others. If you write with one person in mind, thinking of him as a living being with human likes and dislikes, human instincts and motives, you will talk to him in a natural style. But if you let yourself think of a thousand at once, you may lose the sense of intimacy, the feeling of individuality, and the atmosphere of direct communication.

The subscriber to a magazine rarely considers that the magazine has perhaps millions of other readers. So far as each individual is concerned, that publication has a circulation of just one, and he is the one. Similarly, although a concern may have thousands of other buyers of its products, the customer sees only himself, will tolerate no mistakes, and will be interested only in messages that tap *his* centers of interest.

**Fit the Language to the Reader.** To achieve the "you" attitude, fit the language to the reader. Scientific terms may



AN EXAMPLE OF THE "YOU"  
ATTITUDE

This advertisement of a great retail department store emphasizes the "you" attitude. Note the words "we fit the store to the people." This small box is taken from a full-page advertisement.

be used in messages to scientists; legal terms, to lawyers; medical terms, to doctors; chemical formulae, to chemists; electrical terms, to electricians and electrical engineers; and so on. Special trade terms will be intelligible only to members of the trade. For that reason avoid such terms in letters to other classes.

Note how the "you" attitude has been maintained and the language fitted to the reader in the letters or the paragraphs on pages 447, 454, 457, 460, and 464, and in the letter in the right-hand column on page 483. For a good example of financial terms adapted to their proper audience, study the letter on page 252.

To a man who had never heard of golf, it would be useless to talk of using a number seven iron to lift the ball out of the rough, or of being stymied near the cup. To a woman who had never seen a football game, it would be useless to talk of a double wing-back formation or a smash off left tackle. To a layman unfamiliar with certain types of factory operation, it would be useless to talk of driving fit, sliding fit, and running fit. Such terms must be used only with those classes who understand them as everyday language. Adapt your language to the reader.

## PROBLEMS

1. Expand the following vague, trite, and empty generalities into concrete written statements. In completing this assignment, you may draw as you wish upon the several blocks of description given for products in the following problems.

- (a) As good as the best.
- (b) We point with pride to its excellent workmanship and superior finish.
- (c) Try us just once.
- (d) Silkfit broadcloth shirts are what you are looking for.
- (e) We have been tried by time and have survived successfully.
- (f) We carry a complete line of supplies.
- (g) Try us and be convinced.
- (h) Our product is as good as the best.
- (i) Our service assures economy in operation.
- (j) Try our product and you will come back for more.

2. Write one paragraph of fact-packed physical description, and one paragraph of emotional description dramatizing use, for one or more of the following articles. For each product a block of facts is supplied for your convenience.

(a) *Tempered Steel Scissors*

Famous for their lastingly keen cutting edges, these 5-inch sewing scissors and 3½-inch embroidery scissors both have blades of genuine forged steel—hardened and tempered. Heavily nickel-plated, carefully ground and fitted. Useful a hundred ways in every household; indispensable for sewing. \$2

(b) *Powermaster Flashlight*

(a) *"True Light" Dual Reflector.* Silver-plated. Clear, bright light at any point of focus—eliminates the dark spots and rings common with other flashlights. Over ½-Mile Beam. 8-Cell

(b) *Focusing Switch.* Bulb is mounted on carriage frame that is part of thumb switch. Moving switch moves bulb in reflector to change focus. Bulb is not shaded—you get 100% of the light at any point of focus.

(c) *Spare Bulb Holder.* Spare bulb is held in end cap so jars and bumps can't break it.

(d) 22½ inches long; 3½-inch head. "Super-Brilliant" ½-ampere. Mazda bulbs, and POWERMASTER cells. \$2.75

—New streamlined design. —Heavy-gauge brass construction. —Nickel-plated. —Octagonal nonroll head. —Reliable "push-type" switch. —Anchored polished zinc reflector. —Improved focusing head.

(c) *Mohawk Champion Tennis Racket*

Special 3-piece laminated ash frame. Calf leather grip. Walnut shoulder overlay. Inside bevel of bow lacquered bright yellow; yellow lacquered handle above grip. Reinforced throat, shoulders, moisture-proof strings. Light, medium, or heavy. \$12

(d) *Speed-Runner Hockey Skates Mounted on Shoes*

Fast, tool-steel blades take and hold sharp edges; diamond-tested for hardness. Heavy aluminum finish.

Sturdy, cold-rolled steel tubes are electrically welded. 1-piece seamless steel cups, scientifically placed to give proper foot support.

Heavy box toe; strong, pliable, full-grain black leather shoe. Leather insole and outsole. Comfortable padded tongue.

Correct in detail and pattern for hockey players, who demand a combination of durability and speed. Extra-heavy box toe gives protection against bruises. Sizes 5 to 11. \$8.50

3. (a) Write a sales letter for one of the four articles described in Problem 2. Make whatever use you wish of the block of facts supplied. Assume an enclosure picturing the product in appearance and in use. Be sure to refer to the enclosure in the course of your letter. (b) Under the direction of your teacher, write additional sales letters for each of the other three products listed in Problem 2.

4. The current number of a leading national magazine carries an announcement of a new automatic twin waffle iron and a new Heatmaster de luxe toaster. The descriptions follow:

*Automatic Twin Waffle Iron*

New. Automatic. Each iron works separately. Bake two 6-inch waffles at once! Serve them twice as fast. You can make a light waffle in one iron and a dark one in the other to suit individual tastes. Set lever adjustment on each iron for the brownness you want. Signal light on each iron shows when to pour batter. Light shows when waffles are done and heat turns off automatically. Natural walnut handles and feet. Long-life elements. Cast aluminum grids need no grease after first time. Chromium finish; will not rust or tarnish. Special detachable cord operates one or both irons at same time. Instruction book. Listed by Underwriters. For 110-120 volt A.C. only. \$16.50

*Heatmaster De Luxe Toaster*

Fully automatic and adjustable. Extra heating element keeps toast warm. Keeps the whole family supplied as fast as you want it. Current used costs as little as 12¢ a month.

Practical oven type. Signals when toast is done, and warming element automatically turns on and keeps toast warm until served. Adjustable for any brownness of toast you want. Toasts two slices at once. Heavily chromium-plated—will not rust or tarnish. Cool bakelite handle and non-scratch bakelite feet. Detachable cord and plug. High quality, long-life mica elements. Raising handle removes toast. Complete with instructions and some valuable hints on making the best toast. For any 110-120 volt current. Listed by Underwriters. \$16.50

(a) Write one paragraph of physical description, and one paragraph of emotional description dramatizing use, for each of these products. (b) Under the direction of your teacher, write a sales letter for each of these products. Assume an enclosure picturing the product in appearance and in use, and refer to this enclosure in your letter.

5. As the manager of a local book and supplies store, the Farnham Brothers Company, 472 Main Street, your city, write a sales letter to a group of business-college students to persuade them to come in to see a demonstration of the new Simplex portable typewriter. Assume that you enclose a descriptive leaflet. Refer to this leaflet in your interest-desire paragraphs.

The following block of facts and features about the Simplex portable typewriter will help you in your letter:

Includes All Standard Mechanical Features

Standard-Size Four-Row 84-Character Keyboard	Two-Color Ribbon With Automatic Ribbon Reverse
Long-Carriage Return and Line-Space Lever	Adjustable Line-Space Regulator
Variable Line Spacer	Paper and Carriage Release
Back-Space Key	Stencil-Cutting Device
Warning Bell	Double Margin Release
Non-Glare Keyboard	Carriage Lock

Plus Five Special Simplex Features:

(1) *Segment shift*. Shift key raises type only, not carriage; makes shifting lighter and easier. (2) *Tabulator key* with adjustable stops; can also be used for indenting paragraphs. (3) *Removable platen* (roller) makes cleaning easier. (4) *Easy operating ball-bearing carriage*, and a special holder on right side of machine for typewriter eraser. (5) Left and right automatic margin set keys.

Full-sized, fully equipped portable—a dependable service-giving machine. Modern and efficient in design, quick and smooth in operation . . . a practical portable for school, business, or home. Huskily built to give years of service. Weight in case, 20 lbs. Black crackle enamel finish does not mar, scratch, or chip. Full nickel trim. Complete with Touch Typewriting Pamphlet, operating instructions, and airplane-design, fabric-covered carrying case.

—Pica Type	{ Cash or	\$69.50	\$4 Down,
—Elite Type	{ Easy Terms		\$5 Monthly

6. (a) Prepare a written analysis of one of the letters appearing on the following pages of this book: 143, 250, and 428. In your analysis discuss these points:

- (a) Concreteness [Supply illustrations.]
- (b) Pictorial vividness [Supply an illustration.]
- (c) Specific illustration [Supply an illustration.]
- (d) Use of facts and informative detail [Illustrate.]
- (e) Features developing interest and desire [Illustrate.]

(b) Under the direction of your teacher, prepare a similar written analysis for each of the other letters on the pages referred to.

7. Prepare a sales letter for an electric fan, a leak-proof fountain pen, or a wardrobe trunk. Write the attention, interest, and desire sections (and the section on action if you wish) of a single sales letter to sell one of these three products. Assume an enclosure. Refer to the enclosure in one of your paragraphs developing interest and desire. (b) Under the

direction of your teacher, write sales letters for the other two products, following the same instructions as those under (a).

8. Write the attention, interest, desire, and action parts of a sales letter for the Berkley eight-cup percolator, descriptive details for which appear in Problem 3 on page 451. Assume an enclosure picturing and describing the percolator, and refer to it in the paragraphs developing interest and desire.

9. You are the advertising manager of *Printers' Ink* or *Business Week* (or a similar business magazine with which you are familiar). Write a complete single sales letter to sell one year's subscription to a group of prospects in your school. Proceed as follows: (a) Study a copy of the magazine; (b) select the central selling point; (c) assemble supporting facts; (d) write the letter, assuming an enclosure and referring to it.

## REVIEW

On a separate sheet of paper rewrite the following poor first sentences in such a way as to rid them of their stock phrases and to improve their force.

- (1) We acknowledge receipt of your favor of the 31st ultimo regarding our recent inquiry covering Selected #3 Hemlock.
- (2) Replying to yours of the 21st ult., we are glad to advise we have adopted your 1/16" three ply Birch Aircraft Plywood as standard and will be able to use other thicknesses as well.
- (3) We have your favor of the 24th and would like very much to move this car of mill run 24" staves but not bad enough to accept \$10 delivered Philadelphia rate.
- (4) We have yours of the 4th and will ship the car of 20" Pine heading from Borden Springs to you at Cjncinnati.
- (5) Answering your inquiry of the 16th instant, reference to market and price on Jackpine pulpwood, we wish to advise that we can pay you \$7.00 per cord of 128 cu. feet for sound green Jackpine pulpwood cut in 8 foot lengths, not less than 4 inches in diameter at the small end, and the ends to be sawed.

## SECTION 4

### GETTING ACTION IN THE SALES LETTER

To turn interest and desire into favorable action is the purpose of the closing paragraph or clincher, as it is sometimes called. The aim is to clinch success by bringing about the action for which the letter has been working. The best time for such action is the moment when the reader's interest and desire are keenest and when his buying impulse is highest.

**Getting Action.** To stimulate the reader to favorable action, there are three tested methods: (1) Offer him certain inducements; (2) make it easy for him to act; (3) suggest that he act at once. Remembering that the aim is the reader's order or some other favorable act, that the chief obstacles in the path are procrastination ("I'll wait and order it tomorrow") and a natural dislike to part with money, let us now examine at greater length each of the three tested methods for getting action.

**Offer the Reader Certain Inducements.** One or more of the following inducements may be offered the prospect: (1) Send no money in advance. (2) Examine the article for five days on approval. (3) Your money will be refunded if you are not satisfied. (4) We give you an unqualified guaranty. (5) Pay for the article in installments or by the deferred-payment plan. (6) This offer is open only until [a final date]. (7) Send your money in by [mention a time limit] and get this additional premium. [A good example of this inducement is: "If your order for the revised edition of the Britannica arrives by September 28, midnight, we shall include, free of charge, a handsome bookcase with leaded glass doors." ] (8) You will receive a special 20 per cent discount if you send your order in at once, and an additional 2 per cent discount if you send cash in full. (9) The price of this identical article will go up \$5 after June 15. (10) There are only 157 copies of this

edition left, and at \$14.98 they are going fast. Act now before the supply is exhausted. (11) Order now—pay in 30 days. (12) Use this vacuum cleaner without obligation for five days. [Trial offer, no money down]

**Make It Easy for the Reader to Act.** To make it easy for the reader to act:

- (1) Enclose an order blank.
- (2) Keep the blank as simple as it can be made.
- (3) Plan the blank, if possible, so that the customer can use check marks in spaces. Some companies omit the blank and suggest to the customer, "Don't bother to make out an order blank or to write a note. Just check off the items you want right on this letter, sign your name, and mail the letter to us." These sentences are placed at the bottom of the sales letter. Listed at some convenient point are the items for sale, with a space left before each item for a check mark.

- (4) Enclose a business reply card or envelope when feasible.

**BUSINESS REPLY ENVELOPE**  
FIRST CLASS PERMIT NO. 2102, NEW YORK, N. Y.

Encyclopedia Britannica, Inc.  
342 Madison Avenue  
New York, N. Y.

**BUSINESS REPLY CARD**  
FIRST CLASS PERMIT NO. 2102, NEW YORK, N. Y.

The Atlantic Monthly Company  
8 Arlington Street  
Boston, Massachusetts

#### A BUSINESS REPLY ENVELOPE AND A BUSINESS REPLY CARD

The postage on this envelope and this card is paid by the one addressed. No postage is paid if the envelope or the card is not mailed.

When letters are sent to home addresses, a certain percentage of the readers will have neither stamps nor envelopes. The business reply card and the business reply envelope, now widely used for mailings in which action is important, leave nothing for the reader to do except check, sign, and drop in the mail. Under postal regulations the business concern pays postage on business reply cards and envelopes only if they are returned. Hence cards and envelopes not used cost the concern nothing so far as postage is concerned.

# NU·BRITE

## A TREMENDOUS PRINTING ADVANCE IN PRODUCING A HIGH FINISH WITHOUT EXPENSIVE VARNISHING

Today's modern eye and advanced thinking demand and readily accept streamlined design and printing. When NU·BRITE comes off the press, there is no question . . . it is attractive! Will it be read? It is a recognized fact that the effectiveness of any advertising material is enormously increased by the proper use of brighter colors. Any process which causes the roving eye has completed the first important step in a sale.

NU·BRITE produces the glowing, intense colors so necessary to make your advertising more effective.

If you have not seen any samples of NU·BRITE a request addressed to us will bring a comprehensive group of samples and information about NU·BRITE's high quality and low price. Or send a folder you have already printed and we'll give you a comparative estimate. Judge for yourself its value to you.



# What is NU·BRITE?

With over forty years experience in the technical problems of printing production, the G. A. Ackermann Company

has been successful in developing for advertisers a new method of printing in the modern trend toward brilliant colors

and polished surfaces. Now we present NU·BRITE for bright, high finish and intense color.

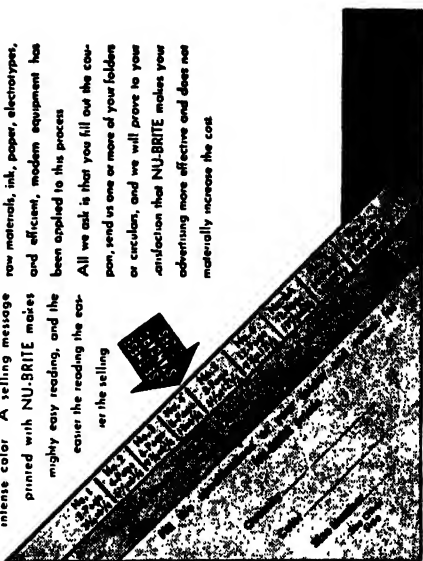
A selling message printed with NU·BRITE makes for mighty easy reading, and the easier the reading the easier the selling.

All we ask is that you fill out the coupon, send us one or more of your folders or circulars, and we will prove to your satisfaction that NU·BRITE makes your advertising more effective and does not materially increase the cost.

NU·BRITE folders and circulars are produced in quantities of 25,000, or multiples thereof, in two or more colors. We standardize by manufacturing in our own plants one grade of paper and ink to get unvarying quality.

NU·BRITE is low priced because every economy made possible by control of raw materials, ink, paper, electrotypes, and efficient, modern equipment has been applied to this process.

All we ask is that you fill out the coupon, send us one or more of your folders or circulars, and we will prove to your satisfaction that NU·BRITE makes your advertising more effective and does not materially increase the cost.



## MAKE IT EASY FOR THE READER TO ACT

Each side of a clever one-sheet action insert is pictured above. Notice especially (1) the "zipper" diagonal coupon suggesting convenient and easy action and (2) the novel design of the diagonal order blank, printed on the corresponding corner of the opposite side.

G. A. ACKERMANN PRINTING CO.

(5) When money is to be sent, state to the exact detail in what form you want it sent [stamps, cash, check, draft, money order]. Examples: "Use the enclosed coin card," or "Fold a dollar bill and place it in this letter; slip the letter into the envelope, which needs no postage; and drop it in the mail."

**Suggest That the Reader Act at Once.** Three successful methods of suggesting immediate action are:

(1) *The definite command*: "Mail the card now." "Fill out the order and send it today." "Sign the card and drop it in the mail at once." The command runs the risk, with people who are more used to issuing commands than to obeying them, of arousing antagonism and of defeating itself. Experience seems to show that women dislike the command.

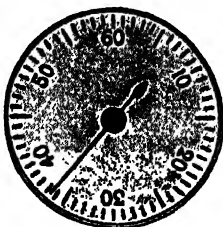
(2) *The persuasive suggestion*: "Why not fill out the order blank now, slip it into the mail, and let us send you a set of these attractive samples?" "Signing the enclosed card is all you need to do in order to obtain your copy of this book."

(3) *The brisk action request*: This takes a middle position, suggesting the force of the definite command while retaining the courtesy of the persuasive suggestion. Examples: "If you'll print your name and address on the enclosed blank, place the blank in the stamped envelope, and drop the envelope in the mail at once, we'll see that your name is stamped in gold on the flyleaf of each one of the twenty-four volumes." "Check the word *yes* on the handy card now and get your pair of Roycroft book ends free."

**Action Devices Illustrated.** Illustrated on page 477 are samples of effective reply cards designed for the purpose of stimulating action. Note how the details of each card picture the desired action.

On page 478 is illustrated a mailing piece that provides its own action card.

The Britannica sales letter illustrated on page 480 is an example of a sales message devoted to the fourth selling function—action. The letter depends on previous mailings and on five separate enclosures to carry out the other functions of attention, interest, and desire. With this letter were enclosed

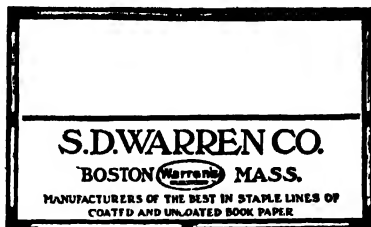


*While the Second-hand  
moves around once*

you can sign and mail this card.  
Then—we'll see that you get complete  
information on our heating  
plan by return mail.

Name \_\_\_\_\_  
Firm \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

*Your catalog is  
waiting for  
the address.  
Just fill out  
the label.*



Hands  
Waiting to Address  
*your* Catalog

All we need is your request on this  
card and you'll receive your copy  
promptly

Name \_\_\_\_\_  
Firm \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

**Now  
ready~**



**NEW**

## **CATALOG of GISHOLT High Production Turret Lathes**

**F**ORTY-EIGHT pages of information valuable to users of turret lathes, are contained in this new catalog.

For those whose problems concern the manufacture of parts in large quantities, the catalog will suggest answers to many questions of "How can the job be done better, yet more quickly and at less cost?"

Those who must conform their production to the requirements of many diversified, small lot jobs, will also find in this new catalog complete discussion of the features which make Gisholt 1L and 2L Turret Lathes

so versatile and successful in small-lot production.

In addition to descriptions of the machines themselves, the catalog illustrates a complete line of efficient standard tool equipment for a wide range of both chucking and bar work.

Finally, the catalog shows and describes, interesting examples of special fixtures and tools designed by Gisholt Engineers for the solution of many unusual production problems.

The catalog is most complete and will make a valuable addition to your file.

### **< MAIL THIS CARD >**

The New Gisholt Catalog will be sent on request to anyone interested in turret lathe work. Merely fill in the information asked below, tear out and mail the card; and this valuable new book will be forwarded to you.

Name \_\_\_\_\_

Address \_\_\_\_\_

Company by which employed \_\_\_\_\_

Position \_\_\_\_\_

**Send today  
for your copy**

**MAKE IT EASY FOR THE READER TO ACT AND  
SUGGEST THAT HE ACT AT ONCE**

This mailing piece was sent as a follow-up to a sales letter. It was printed in two colors. The return device in the lower left-hand corner is a business reply card, carrying the address already imprinted on the back. It invites favorable action.

(1) an announcement of a short-time sale, using persuasive argument to overcome price objections and delay, (2) a sheet picturing two Britannica bindings in color and actual size, (3) two different order blanks for selection between two different offers, and (4) a business reply envelope. All the contents of the envelope concentrate on action.

A business reply envelope and a business reply card are illustrated on page 474. The envelope was used in the Encyclopaedia Britannica mailing described above.

**Emphasis Stimulates Action.** Emphasis, which helps to get action, is introduced by three methods. In the order of importance they are: (1) logical arrangement, (2) short paragraphs and sentences, (3) mechanical aids.

**Emphasis by Logical Arrangement.** Emphasis by logical arrangement is the most forceful method. Emphasis in (1) sentences, (2) paragraphs, and (3) the whole letter and its corethought has been discussed in preceding sections. (See pages 125, 138, 237, and 243. These pages should be reviewed.)

**Emphasis by Short Paragraphs and Sentences.** A solid page is hard to read. Printers who, through experience and long training, have become typographical experts insist on "letting daylight into a job." They mean that a typographical set-up must never be jammed into a black mass. They urge that enough white space be left around the edges of the type blocks and between the lines so that the eye can find its way into the type and more easily locate openings at which to begin to read. Printers call such open areas "daylight," "breathing space," and "elbow room." Through their contrast with the black outlines of the type, such open areas make it easier to read the page.

To add emphasis to the letter, break it up into frequent paragraphs. The white space between paragraphs supplies contrast. Sales letters, for this reason, have frequent paragraphs. A solid letter forces the reader to hunt for the points. Frequent paragraphing helps him to see the points because

## ENCYCLOPAEDIA BRITANNICA

LONDON  
22-25 Regent Street

Founded  in 1768

NEW YORK  
341 Madison Avenue

January 19, 19

Dear Sir:

We made you the unusual offer, two weeks ago, of a set of the Encyclopaedia Britannica at a sharp reduction in price.

Now—as a final surprise, we enclose a special order form which will enable you to buy the Britannica, in dark blue cloth binding, on a payment basis of only \$5 a month, if you wish.

May we now remind you that orders for this greatest knowledge book in the world, under the special sales price-reduction, must be sent in promptly.

This offer, with its attractive saving to you, is of such exceptional nature that, as we explained in our first letter, it is, and must be, only a short-time privilege. To gain the substantial advantage of this Short Time Sale you must act quickly.

More than 60,000 families own sets of this brilliantly illustrated and richest harvest of practical information ever published. Thousands of unsolicited letters tell us that all users of the new Britannica, whether their ages be 8 or 80, find it to be an unfailing source of helpfulness.

Now as never before you need it. And now, for a brief period, you may buy it at an extraordinarily low cost. But you must be quick.

We, therefore, cordially urge you to take advantage of this inviting offer and to send in your order now.

Additional information is enclosed herewith. The order blank is for your immediate use.

Don't miss this splendid opportunity.

Very sincerely yours,

*L. E. Leaber*

Vice-President

LES/BJA

### A LETTER ILLUSTRATING THE USE OF EMPHASIS DEVICES

This letter devotes itself to action. A touch of interest-desire material appears in paragraph five. The rest is action from beginning to end. Note the emphatic short paragraphs and the frequent use of mechanical devices of emphasis.

they stand out. Several paragraphs, therefore, make for easy reading and for quick comprehension.

The short sentence is more effective in sales work than the over-long sentence. The long sentence strains the reader's attention, is often obscure, and sometimes fails to carry its point. Short sentences carry the reader along instead of requiring him to carry them. They move with life and zest. Crisp phrasing tends to get action.

Contrast the following letters for (1) clearness, (2) attractiveness to the eye, (3) paragraphing, (4) sentence length:

*Letter as Originally Written*

When you last wrote I was not in a position to give you much worth while information but so far this week the market has been in good shape and these cattle are selling 25 cents to 40 cents higher than they did last week with a good many of the fed cattle selling from \$9 to \$9.50 and grassers up to \$8.50, but how long this advance is going to keep up is doubtful, it all depends on the run and it looks as if it was a good time for you to have a trial shipment in here because somebody is going to make some money. Let me know a little in advance if you are going to have a shipment.

*Letter as Revised and  
Reparagraphed*

The market has been in good shape throughout the week.

Cattle are selling 25 cents to 40 cents higher. Fed cattle have gone to \$9 and \$9.50, and grassers are up to \$8.50.

How long this advance will keep up depends on the run. Personally I am convinced that now is certainly the right time for you to make a trial shipment. Somebody is going to make some money.

I'll be ready for the shipment if you will let me know a few hours in advance.

***Emphasis by Mechanical Aids.*** Just as brevity is the soul of wit, so conciseness is the heart of emphasis. The best emphasis is to make each word count. Strength may sometimes be added by a conservative use of mechanical devices that guide the eye to the point the writer wants to stress.

*Mechanical Aids to Emphasis*

- (1) Capitalization.
- (2) Underscoring.

- (3) Exclamation points.
- (4) Dashes and asterisks.
- (5) Unexpected blank spaces.
- (6) A heading above the first line: like the headline of a newspaper or the title of a chapter.
- (7) A postscript: emphatic because, like the heading above the first line, it is set off by white space. In sales letters specific points are often featured in postscripts.
- (8) Short paragraphs: emphatic by contrast with medium-length paragraphs and long paragraphs. In single-spaced letters with double spaces between paragraphs, the extra white space sets off the short paragraphs.
- (9) Short sentences: emphatic because the eye leaps to them and absorbs their content in a flash.
- (10) Ample margins.
- (11) Extra wide margins for one or more paragraphs or for important material: emphatic because of the contrast with the narrower margins.
- (12) A short double-spaced paragraph in the body of a single-spaced letter: emphatic by contrast.
- (13) The direct parallel: two short columns of contrasted facts, placed side by side in the letter. This arrangement offers powerful contrast because each column sets off the other.
- (14) Indention, special indention, or extension of first words of a paragraph beyond the regular margin.
- (15) Special paragraphing by breaking a sentence in the middle and showing the break by a dash at the end of the first paragraph and one at the beginning of the second. Double spacing is used between the separated parts of the sentence.
- (16) Several words or sentences typed in red.
- (17) A few words or a check mark in the margin opposite the paragraph.

These aids are purely mechanical. Overuse spoils their effect and dulls attention. Because the third quarter of the page is the point at which attention may wane, mechanical emphasis often appears there.

**All Emphasis Is No Emphasis.** The secret of emphasis is contrast. A forty-foot wave on the Atlantic Ocean would

arouse excited comment from passengers on a passing ocean liner if it were the only forty-foot wave in sight. A mountain three miles high is spectacular if there is no other neighboring peak. The pyramids of Cheops seize the imagination because they protrude from the level sands of the Sahara. But if the pyramids were dropped among the peaks of the Rocky Mountains, no one would know they were there. Emphasis and conspicuousness come only from contrast.

When you read a letter in which every seventh word is capitalized and every other paragraph is underscored, in which dashes and exclamation points are sprinkled here and there, you may surmise that the writer was trying for emphasis. But he was wrong. He overemphasized and defeated his own purpose. The altered shape of letters (CAPITALS LIKE THESE) or a line under a group of words (underscoring like this) will react most powerfully on the mind of a reader if used only at climaxes. There is no natural force in fist-pounding or in a mass of capital letters in a solid line. Weak words cannot thus be propped up. Weak phrases cannot thus be made strong. Which of the two letters beginning at the bottom of this page is the more convincing?

*False Emphasis by the Overuse  
of Mechanics*

Do you realize that THE TREMENDOUS FORCE of GOODRICH ADVERTISING offers you an UNPARALLELED OPPORTUNITY to make UNPRECEDENTED PROFITS?

More than HALF THE OWNERS IN YOUR LOCALITY are seeing GOODRICH TIRES advertised every day and have been for many years.

Why not TAKE ADVANTAGE OF THE SPLENDID REPUTATION of the GOODRICH LINE and use some of this POWERFUL ADVERTISING?

*Emphasis by Logic*

We are shaking the Dollar Tree in your town.

Do you want to get under?

Just this morning I was checking some figures on Goodrich-tire advertising, and I find that more than half of the car owners in your locality are seeing Goodrich tires advertised regularly—and have been for many years.

But there is no one there to sell them Goodrich—no one to take the profit that is coming to thousands of dealers in other places who are taking advantage of the splendid reputation of the Goodrich line and of its powerful advertising.

You can make BIG MONEY in the tire business and AN UNBELIEVABLE PROFIT if you DON'T LET THIS OPPORTUNITY SLIP.

If you put in a stock of SILVERTOWN CORDS NOW, all our advertising WILL BEGIN TO ADVERTISE YOU!!!

DON'T OVERLOOK THIS BIG CHANCE. If you do, you will be throwing away the best opportunity that has come your way in a LONG TIME.

BE SURE TO SIGN THE ENCLOSED CARD RIGHT NOW!!!!

Yours for MORE PROFITS,

These other fellows are making exceptionally good money in the tire business this summer. I know because I have their records before me. I know how many tires we're shipping them and what a fine profit they make.

You could be making just as good a profit if you, too, were selling Goodrich.

When you put in a stock, all this advertising of ours begins to advertise YOU. We will dress up your stores and provide you with local selling campaigns that will make your profits grow.

Signing the enclosed card is the first step. Take it today.

If a speaker shouted from beginning to end of his harangue, he would tire out his audience, wear down their nerves, and leave them disgusted. But if a speaker talks in a conversational tone and only now and then raises his voice, he gets and holds attention. We discount nine tenths of what the circus barker shouts at us through his megaphone. "Circus tactics" ruin a sales letter.

**The Four-Part Structure Summarized.** The outline of the four-part sales letter structure is now complete. Summarized, it appears thus:

*Attention*, which concentrates the reader's train of thought upon the message.

*Interest*, which, with clear detail, with facts and figures, arouses interest in the article, reveals its merits, and shows that the article is good in itself.

*Desire and belief*, which, with persuasive material and forceful psychological appeals, show the reader how the article fills his need.

*Action*, which, with suitable phrasing and with helps like business reply cards and envelopes, makes favorable decision easy.

The first three of these functions lead logically to the fourth—*action*—upon which the final success must hang. People in the mass have little self-propulsion. Vigorous initiative is limited to the few. Hence the writer of a sales message designed to get action must ask for that action, must make it easy to take, and must urge it with emphasis, if he expects to get it.

Will the reader act favorably? If not, will he retain information that will lead him to act favorably at a future time? To bring about a favorable decision now, or to give information that will eventually lead to such a decision, is the aim of the effective sales letter.

**The Pulling Power of a Sales Letter.** The success with which a sales letter brings in returns is called its *pulling power*. The pulling power of letters will vary between wide extremes, depending on such factors as (1) the nature of the product, (2) the character of the market, (3) the kind of offer, (4) the action asked for.

A Chicago mail-order house once sent out 285,000 letters, received 105,000 answers, and obtained a quarter of a million dollars' worth of business as a result. Of the 285,000 readers 37 per cent answered! The pulling power of this message proved to be spectacular.

The reliable method of testing the effectiveness of a sales letter *before* it is put to wide-scale use is to run a preliminary small-scale test on a *correct sample* of the market to be reached. Mere estimates of what the pulling power is likely to be are next to worthless unless they are based on records of a number of similar mailings used under similar circumstances. Even then the estimate is likely to be far wide of the mark because it is subject to the many unpredictable influences of a changing market.

An expert using a preliminary test on a correct sample of the mailing list (the list of those to whom the sales letter is eventually to be sent) can, however, confidently predict within small limits of error what the results will be in:

1. Number of replies received
2. Percentage of replies in relation to the number of persons on the mailing list
3. Approximate volume of sales in dollars
4. Approximate cost of the mailing in terms of percentage of dollar sales

Direct-mail programs in department stores, for example, produce returns ranging all the way from literally nothing at all to as high as 25 per cent or more. A letter and an enclosure issued by a metropolitan store to a selected list of customers, numbering 10,000 names and presenting a popular garment at an important price reduction, produced sales to the number of 3,000 pieces. On the other hand, in another instance the same retail organization sent out a mailing piece to a list of 16,000 homes and made only eight sales. Among retail establishments using considerable amounts of direct mail, the average returns range from 2 per cent to 5 per cent of the total number on the mailing list.\*

Let us suppose that 1,000 letters, each with an enclosure, have been prepared at a cost of \$90. They produce a 3 per cent return, or 30 sales. If the average of these sales is only \$3, the entire resulting income is but \$90, or exactly the amount spent to prepare the mailing. If, however, the campaign were of such a nature that the average sale amounted to \$30—and such campaigns are not infrequent—the total sales resulting would become \$900. The cost of the mailing would then be 10 per cent. Even so, the cost of mailing would still be twice as high as it was in the case of the Chicago mail-order house and its successful promotion letter described on page 485.

Experts of long experience have come to the conclusion that direct-mail programs, in order to be worth undertaking at all, must produce sales of not less than five times, and an *average* of ten times, the cost of the effort. Direct mail succeeds best when used to sell goods of high unit value.

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\* Paul H. Nystrom, *Economics of Retailing*, 3d ed. (New York: The Ronald Press Company), Vol. II, p. 510.

## PROBLEMS

*(Enclosures may be assumed in the following sales letters.)*

1. (a) Write a complete sales letter for one of the following products. A block of carefully assembled facts is supplied for each of these products in order to give you a running start on your problem. (b) Under the direction of your teacher, write a complete sales letter for one or more of the articles not selected for your first letter.

### *(a) Pilot Candid Camera*

#### **Pilot 6-Reflex Camera With Self-Opening View Finder**

**See the Picture FULL SIZE Before You Take It!**

A real reflex camera for candid "shots." You simply focus your picture full-size on the ground glass in the hood—thus eliminating guessing of distance and aiding the composition and arrangement of your picture immeasurably. Handy and compact, yet fully equipped. Finely constructed lenses have shutter speeds 1/25, 1/50, and 1/100 second as well as time and bulb speeds. Metal construction throughout with genuine leather covering. Self-erecting focusing-finder springs open from its folded position at the touch of a button. Has magnifier glass as well as wire eye-level finder. Takes 16 exposures, 2¼ x 1½ in. each, on standard 120 film. Size over-all, 3 x 3¼ x 4¼ inches. Complete with neck strap. f:3.5 Anastigmat lens \$57.50

### *(b) Skyscraper Steel Filing Cabinet*

**\$67.50**  
**Letter Size** Drawers mounted on cradle suspension slide equipped with 10 case-hardened roller bearings.  
**Without Lock** operate faster . . . more quickly . . . smoothly handling heaviest loads. Adjustable rail-type follower blocks hold papers firmly—allowing use of every inch of drawer space. Handsome olive-green baked-on enamel finish. Brass drawer pulls and label holders. Heavy steel construction, reinforced at points of strain, giving lasting rigidity.

**Letter Size—Outside dimensions, 51 in. high, 28 in. deep, 14½ in. wide. Inside drawer, 12 in. wide, 10¾ in. high, 26⅞ in. deep.**

**With Yale Lock \$67.50**

### *(c) Kenmore Jr. Hand Vacuum Cleaner*

**For Those Hard-To-Get-At Places**

**Powerful dirt-getting suction—**  
**does a thorough job**

**8-in. nozzle with brush can be**  
**fitted on extension tube**

**Sturdy motor with fingertip**  
**control switch**

**Weights only 4½ pounds**

**Listed as Standard by Under-**  
**writers' Laboratories**

**Sturdy—well made—efficient—thorough. Far better than attachments for the many places where your big cleaner can't be used.**

The cleaner for stair carpets, automobile interiors, mattresses, clothing, closet shelves, and floors. You'll find scores of other uses for it. By using the extension tube, you can clean draperies, portieres, picture mouldings, etc., without climbing on a step ladder. With 20 feet of cord, and rubber plug. For any 110-120 volt current. \$17.50

*(d) Ingraham Eight-Day Alarm Clock*

Convenient 8-day movement—wind every 8 days  
24-hour alarm—resets itself automatically for the next day  
Streamlined case—very modern and sturdily made  
Colorful opaline finish—choice of five colors  
Polished nickel-plated trimmings on front and base  
Luminous (shows time in dark) or plain dial  
Sturdily built with non-tip base  
Clear-tone bell alarm with top shut-off button  
Fully guaranteed by the Ingraham Co.

Clock is 6 in. high with 5¼-in. enclosed bell. The dial itself is 4½ inches in diameter. Made by Ingraham in accordance with exacting specifications. Colors: black, rose, green, blue, with nickel-plated trimming or ivory with yellow-gold color trimming. Raised Gilt Numerals, Plain Dial \$4 Luminous Hands and Numerals \$4.75

*(e) Champion Hickory Skis*

Fine quality, carefully selected, second-growth hickory having just the proper amount of resilience  
Balanced and matched in pairs for weight, grain, and limberness  
Rounded top edges  
Deeply penetrated, dark walnut finish  
Rubber foot pads, no mortise

Designed and manufactured to possess a high degree of balance and resilience. Master ski-makers built into them all the fine points. Each pair carefully checked for weight and finish. The finish is deeply penetrated into the wood and will last for years. Sizes: 6-ft., 6½-ft., 7-ft., 7¼-ft. Price \$12.50 a pair.

*(f) Premier 16-Millimeter Movie Camera*

Dependable low-priced 16 mm. Movie Camera with adjustable mechanical shutter opening—monocular view finder. Spring motor takes about 20 ft. with one winding. Register shows unused film remaining in camera. Feeds with hairline accuracy either 100 ft. or 50 ft. 16 mm. black and white or color film. Interchangeable lens. Size, 2¾x9x4 in. Dark ripple finish, strong metal case. Universal focus, f:3.5 lens and single-speed motor. Price \$57.50

*(g) Sun Valley Winter Sports Jacket*

**HEAVYWEIGHT.** Double thickness sweatshirt cotton, fleeced backing turned toward inside; cannot touch or come off on clothes;

"Muff" pocket on front; Hood with drawstrings for tight fit around face. For skating, skiing, and all other winter sports. Also, a good utility garment for those who work outdoors in cold weather. Silver gray body trimmed with navy blue at cuffs, collar, bottom, hood, and muff. Sizes: 32 to 46-in. chest. Price \$8.50

2. Write an effective closing-action paragraph (clincher) for a sales letter selling each of the products or articles featured in the following problems:

- (a) Section 1, Problems 1 and 4, page 438.
- (b) Section 2, Problems 1, 2, and 3, page 451.
- (c) Section 3, Problems 2, 4, and 5, pages 469 to 471.

(Note: For a number of these products you may have already written a point-of-contact paragraph or a complete sales letter except for the action close.)

3. You are the circulation manager of your school publication. To obtain student subscriptions and enlarge the circulation, write a complete sales letter, giving attention to emphasis. Use one mechanical device of emphasis.

4. The manager of a local ice-cream and candy shop has asked you to write for him a sales letter to be sent to members of your school to increase his school trade. Write the letter. Stress convenience of location, interior attractiveness, recent improvements in fountain service. Visit a shop and familiarize yourself with convincing details. Use both types of description. Write the complete letter.

5. Select a sport or game or hobby in which you are especially interested and which requires the purchase of some equipment (gloves, masks, bats, and balls for baseball; clubs and balls for golf; rackets and balls for tennis; or the like). Use any of the data you wish from the products described in Problem 1, such as skis, cameras, sports jacket, and the like. After you have made yourself familiar with one of these articles or a particular set of equipment, write a complete sales letter selling that article or equipment. Set a special price for a short time. Your letter is to go to those who are "fans" of the game. Adapt your language to the reader,

## SECTION 5

### PSYCHOLOGY IN SALES LETTERS: APPEALING TO BUYERS' NEEDS AND WANTS

**Buyers Act to Satisfy Wants.** To learn how people think and act is one of your duties as a business writer. You must learn something about human nature. You must be a keen observer. You must think of masses of buyers in terms of one individual. You should think of a market, not as a geographical area of so many square miles, but as a community of individuals with needs and desires and a certain amount of money with which to satisfy them. You should think of your prospective buyers as "one customer multiplied." The more you learn about the hopes and fears, the pleasures and risks, the habits and motives that cause your personal friends to act as they do, the better you will be able to write.

If you want to know how buyers are going to act tomorrow, learn how they act today when they buy. Buyers are driven by certain motives, called psychological drives, that force them by habit or by instinct to do the things they do and to want the things they want. First, therefore, the sales writer must identify the wants with which he is dealing. Then he must select the appeals that fit the wants and that will most powerfully energize them into the buying act.

**Market Analysis Guides the Choice of Appeals.** Before you can select the appeal that will energize the want into a purchase, you must study (1) the article and (2) the reader. You must study the article in order to determine what it can do for the reader, how it will benefit him, and what want it will satisfy. Then you must study the reader in order to determine how he can use the product, why he needs the product, and what desires are present that this product will satisfy. By this process the writer brings the product and the psychological want together and fits one into the other.

If the circumstances are favorable, his writing skill will energize the want into a purchase.

To illustrate, if we are to sell the rubber-blade electric fan, we know it will circulate fresh air and do so with the minimum risk of harming the fingers of an inquisitive child. As for the reader we know that, aside from his desire to keep cool, he also *wants* a fan that is safe to have around the house, no matter who tries to stick his fingers into it. If we are to sell a Lifeguard automobile inner tube, we know by field tests on thousands of roads that it will save a car from serious blow-outs. As for the reader we know that he earnestly *wants* safety of life and limb when he goes motoring. If we are to sell ice cream, we know by experience and past buying behavior that it will satisfy a certain craving for a cold delicacy. As for the buyer we know that his normal appetite or hunger *want* will impel him to act. Following this pattern, you yourself can expand the list of examples.

**Choosing the Right Appeal.** The selection of the psychological appeal varies with what is shown by a study of the product and the buyer. The choice is also guided by (1) how much the buyer already knows about the product; (2) what season of the year it is, what holiday or noteworthy event may be near to bring in timeliness; (3) what class of buyers may be involved—whether motorists, housewives, or high-school students, for example; and (4) what appeals competitors are using. Stress an appeal not already in wide use.

**Psychology in Sales Letters: A List of Powerful Appeals.** All human beings have certain fundamental wants to which powerful psychological appeals may be made. Such appeals, adroitly introduced, stimulate desire, increase the force of the message, and get action. Considering the human mind as a whole unit in the way it reacts to a given appeal, one may correctly say that the sales writer learns how to touch off the psychological trigger that impels a customer to buy. When the right appeal is directed to the whole mind and energizes the want lying there, it touches off this trigger.

The following fundamental wants of human beings, sometimes called motives or drives, are observed in the market place under actual buying conditions: \*

### Human Wants (Psychological Drives)

- (1) *Appetite, hunger*: taste, cleanliness
- (2) *Bodily comfort*: warmth, coolness, rest, sleep, health, safety, fear, caution
- (3) *Personal appearance, beauty*: style, fashion
- (4) *Parental affection*: love of children, sympathy for others, protection of others, devotion to others
- (5) *Domesticity, having a home*: comfort, hospitality
- (6) *Possession, ownership, acquisitiveness*: efficiency, making things go well, saving time, effort, or material
- (7) *Sociability, associating with other people*: social distinction, approval by others, pride, imitation of others, group loyalty, co-operation, courtesy, ambition, competition, rivalry, managing others
- (8) *Pleasure*: play, sport, amusement, humor, teasing
- (9) *Activity, mental and physical*: constructiveness, wanting to build or make things, wanting to handle things
- (10) *Curiosity, wanting to find out*

This list summarizes a number of powerful motives for human action.\*\* The motives have been brought together into related groups to make them easier to study and use. Each of these motives is an energizer that, when used under the proper circumstances, impels the prospective customer to buy. To these drives powerful appeals may be directed.

**Testing the Appeals.** To put this list of appeals to the test, let us develop them by applying them to *yourself* and to *your* daily life.

(1) About three times a day you are hungry. You enjoy the taste of delicious things, but you must have confidence that they are clean. You instinctively prefer living in cleanliness to living in dirt.

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\* For an excellent discussion of fundamental human wants, see Kenneth M. Goode and Harford Powel, Jr., *What About Advertising?* (New York: Harper and Brothers), Chapter XV, pp. 179-195.

\*\* Adapted from a classification in Daniel Starch, *Advertising Principles* (New York: McGraw-Hill Book Co.), p. 119.

(2) You are cautious in traffic and in avoiding disease and infection, for the sake of safety and health and because of fear. You complain with everyone else about the heat and the humidity, or about zero weather and slush. You dislike frostbite as much as you do severe sunburn. And at about the same time each night you yawn with sleepiness.

(3) You like to have people think you good looking, and you would rather be in style than out of it.

(4) Among the precious things in life to you are your mother, father, brother, and sister; and if the last-named are little, you take part of the responsibility in shielding them from harm. If you are normal, you feel sorry for others when they are in trouble, and you try to help them.

(5) You like to have your home a place where friends may come and have a good time.

(6) You like to have things of your own—each one of us has his pet likes and possessions—and yet you like to save up a surplus for the future.

(7) You want people to invite you to social events in which you would be glad to stand out as a center of attraction, approved by all. If such distinction seems not immediately possible, you tend to imitate someone who holds the focus of attention, whether you consciously do so or not. You are without doubt loyal to your school; well mannered in public and, it is hoped, in private; ambitious to hold a class office or a managership or a chairmanship. If you have the instinct of leadership, you unquestionably have the trait of ambition. You back your athletic team against all comers, triumph with it in victory, and support it in defeat.

(8) You want to do things and to be in things. From class activity, political, social, forensic, or athletic, you get pleasure, sport, or amusement, as the case may be.

(9) For the "fun of it" you do many things not in the school calendar. You may have a special skill at editing a school publication, at designing or building scenery for a class play, or making models of objects. Doubtless you enjoy driving a car, a motor boat, or possibly an airplane.

(10) Finally, there will never come a time when you will not instinctively want to follow the flashing fire trucks, sirens screaming, as they rocket by in a thundering roar.

Reread carefully line by line the ten paragraphs given above. Identify as many appeals as you can. How many do you find? How many of them apply to you?

**Developing the Appeals in a Sales Letter.** The following sales letter is sent to women by the Charles Stinson Plumbing Company. Let us analyze it for its major appeals.

*What Appeals Do You Find in This Letter?*

<i>Attention</i>	<p>You have heard, of course, of the Kohler Electric Sink-Dishwasher. It has made dishwashing almost a pleasure rather than a disheartening drudgery.</p> <p>But, have you ever seen this remarkable fixture wash dishes, glasses, silverware, and even pots and pans, spotlessly clean and sterile? It does this work three times every day.</p>
<i>Interest</i>	<p>It is easy to operate the Kohler Electric Sink-Dishwasher. You simply place the dishes in the baskets, add water and soap powder, and press a button. Immediately countless stinging jets of hot water are dashed against each dish. You rinse them with the convenient rinsing hose.</p>
<i>Desire</i>	<p>And this sink has many other features besides the dishwasher. It is a spacios kitchen sink, more modern, probably, than any you have ever seen. The Kohler Duostrainer, a remarkable drain fitting, enables you to fill the extra-deep sink compartment with water. You can clean vegetables and fruits and perform other tasks right in the sink itself without using any pans. The handsome swing-spout mixing faucet is chromium-plated.</p> <p>The Kohler Electric Sink-Dishwasher makes your kitchen even more attractive. It is enameled in soft, charming shades of blue, green, brown, lavender, ivory, or gray, as well as in white. And, best of all, the smooth luster of the surface lasts. It is flint-gloss, the Kohler acid-resisting enamel.</p>
<i>Action</i>	<p>Yes, you must see this remarkable electric sink-dishwasher. Make it a point to stop in at our show-room today to see a demonstration.</p>

Following are some of the major appeals in the order in which they appear: pleasure, curiosity, manipulation, cleanliness, health, bodily comfort, relaxation and rest, activity with manipulation, efficiency and convenience, home comfort, saving of time and effort, domesticity, beauty and attractiveness, social distinction, hospitality, durability (economy), possession, and curiosity.

**Using the Right Psychological Tone.** Certain psychological switches may be thrown to get the flash of sales contact with a prospective customer. But the electric current of appeal must be so handled that it never shocks or repels. Instead, it must pleasantly spur the mind and stimulate the emotions. This question brings up the matters of good taste, good judgment, and good tone. One of the most negative, unskillful, and unpleasant letters ever written, perhaps, is the following example of bad taste. Study it for its many instructive blunders that show what NOT to do.

*Bad Taste, Bad Tone*

*Summary of Faults*

(1) After a long, hard winter Spring has finally arrived. Nothing could be more welcome right now than Spring with her warmer days and welcome sunshine. We're all sick of Winter and more than ready to welcome Spring again.

(1) Too much emphasis on negative winter. Unpleasant connotation. Not a good contact. Trite announcement. "Sick of Winter," negative suggestion.

(2) Your old clothes don't look very nice for these bright and welcome spring days. Why don't you dress up? Other men take a pride in their personal appearance, and they take pride in looking particularly good at this time of the year when the whole world, including even Mother Nature, is all dressed up in festive attire and extending a warm welcome to Spring.

(2) Opening in extremely bad taste. Insult to customer. Injury to his self-esteem and pride. Unpleasant comparison with "other men." Poor grammar. Trite expression.

(3) Throw away those old last winter's clothes that are bare at the elbows and baggy at the knees, and get yourself some new clothes that you will be proud to wear because they look good and are even better than they look, which is saying a whole lot, for our clothes look perfect and to be better than that, you will admit, is actually going some.

(3) Continuation of insult to customer. Distasteful mental images. Miserable sentence structure. Insincere expression.

(4) Our stocks are now complete, and our prices have been brought down to the fairest levels. Our stocks include every pattern, every material, every style, every size, and they will please every taste.

(4) "Prices brought down to the fairest levels" implies that the firm was profiteering before. The second sentence is not true. No store has ever been able to reach the ideal state of stock here announced.

(5) Come in any time during the next week, and we will show you some snappy stuff that's full of dash and pep.

(5) The "slang" language of the last line suggests cheap and flashy clothing.

(6) You can't beat our prices anywhere in town, so don't try. We are fair about *our* prices.

(6) Unconvincing because not supported by evidence. The over-aggressive claim arouses skepticism.

Negative suggestion and poor taste are not often as bad as in this horrible example. But every letter must be watched to prevent unpleasant tone from doing harm.

Aim to develop an active, pleasing, magnetic tone that will attract reading. Choose words that arouse pleasant images, that suggest desirable situations, that spur constructive motives. Even when you use appeals to safety, fear, and health (as in selling insurance, safety devices, and the like), strike the note of protection.

Observe with what skill the zestful holiday atmosphere is created in the following Christmas letter:

*Excellent Tone, Pleasing Detail, Delightful Atmosphere*

Tingling thrills await you at Wanamaker's, in the most exciting of the year's indoor sports—Christmas shopping! Of course, you're ready to plunge into the midst of it, and we'd have you know that we're ready, too, to make this year's adventure the most satisfactory you've ever known.

Who is on your list—the Prime Minister? the most sophisticated of debutantes? the janitor's boy? The problem is solved in this great store of a-million-and-one wonders.

We do hope you'll come in soon and often, and that you'll enjoy shopping at Wanamaker's for your home, family, or state occasions, not only during this festive Christmas season, when the store is so gloriously gay and cheerful, but through all the year—for the true Christmas spirit of goodwill is ever present here.

For negative tone versus positive tone in sales, review the contrasting letters on pages 306 to 309. Note how the

letters were transformed from customer-losers to customer-winners.

**Adjusting the Tone in Sales Letters.** Tone is adjusted in sales letters to suit the language used. Scientific terms to scientists take a tone of dignified seriousness. Sporting terms to sportsmen take a tone of jauntiness or buoyancy. Letters to scholars and professional men may strike a dignified tone; letters to women, a tone of sprightliness, sincerity, or femininity. Consciously adapt the language to the reader.

**Follow the Experts' Rules.** The sales letter, like all others, is best written according to rules that experience has proved sound. Rules for writing good sales letters are not to cramp originality, but to guide it. Rules are statements based on how good writers wrote letters that brought results. The rules summarize what principles the experts followed.

These principles have gone through the fire of experience. They have worked. Properly used, they will work again. They are guides to steer the thinking of the unskillful writer until he has formed his own good habits that permit him to write sincere, direct, and tactful letters.

Only a few instinctively write well. These rare ones have no need for rules because they follow them without having to think of them. If you can prove that you are of this class, you can then fling rules to the stars and go your inspired way. But if you cannot prove it, you will be wiser to drive according to the road signs. The only person who can disregard rules is he who has mastered every one and knows what he is doing when he violates one. Like the trick bicycle rider, he first has to learn the principle of balance before he can commence to ride backward on one wheel while standing on his head.

Now and then we hear of a born football player, a born basketball player, a born tennis player, a born golf player. These rare individuals, by instinct, dash ninety yards through a broken field, shoot difficult one-hand baskets backward, make one service ace after another with sizzling drives across

the net, or drive a golf ball three hundred yards. But for each one of these brilliant individuals there are the other thousands who must learn the rudiments, drill on the fundamentals, and time their follow-through and shots and swings by endless and patient practice. The chances are that you are one of the thousands who must practice. The brilliant ones intuitively do the right thing. They are rare. Others succeed by learning the rules.

**Seven Sales-Letter Guideposts.** Check yourself by questions like these:

1. What do you want the letter to do?
2. Do you know your article thoroughly?
3. Do you know your market thoroughly?
4. Is the reader already interested?
5. What will be the advantages to the reader if he does as you request?
6. What information must he have in order to decide?
7. What urge should be used to obtain action?

**Small Shifts Make Big Differences.** Tiny shifts, beyond the detection of the inexperienced writer, may change a letter from a failure into a success. An original painting by Whistler differs from a mediocre copy only in the minutest shifts in color, only in the minutest differences in the strokes of the brush. But Whistler's final result is a masterpiece of art destined to live for ages.

The expert can put his fingers on what is weak in a letter, just as the experienced mechanic can put his ear to the motor block of an automobile and tell what is wrong. They have learned to recognize what moves men and machines. They have learned, too, how to make the adjustments that are needed to assure new power.

**The Success "Secret" for Sales Letters.** Know your article and your market, write yourself into the letter, express yourself in pleasant terms, supply fresh and vivid information, and touch the right appeals. The result can then be only success,

## PROBLEMS

1. Your leather-goods shop, Bronson Leather Supplies, Inc., 498 Broad Street, your city, features a leather brief case of handsome design and light weight, with special container-pockets, durable sewing and seam construction, excellent quality of leather, heavy chromium-nickel fittings, lock with key.

Note also these special features:

(1) The handles are of leather strongly fastened; smoothly stitched; comfortable grip.

(2) The straps are all leather, full-width, with no paper backing. Nickel-plated steel buckles.

(3) The gussets are flexible and durable; securely stitched; cut full and will not bind or crack.

(4) There are stitching and rivets on top for strength. Heavy waxed linen thread.

(5) There is a steel bar re-enforcement on top to strengthen and anchor the handle.

(6) The price is \$19.50 plus tax for a 10-day special limited offer.

(a) List in writing the appeals you will use and the markets you will seek. (b) Write a complete sales letter, using both physical and emotional description and well-selected appeals, aiming the letter at your best market. (c) To your next best market write a complete sales letter, following the same procedure but featuring a premium of a matching leather billfold with each brief case purchased.

2. In reading the current number of a leading general magazine or of a publication for women, you have selected five articles (examples: electric iron, glass coffeemaker, electric heater, automatic electric sandwich-toaster, midget radio, and similar articles preferably selling under \$25). To help you get started on this problem, here are illustrative blocks of descriptive detail for an electric iron and a glass coffeemaker:

### DE LUXE AUTOMATIC IRON

1000-Watt fast-heating element saves time . . . Adjustable automatic control saves current and clothes . . . 4½-lb. weight makes ironing less tiresome. 6-lb. weight for heavy-duty ironing and pressing . . . Large, cool, comfortable handle. Tilted to lessen wrist fatigue—thumb rest to prevent cramped hands . . . Unconditionally guaranteed for 5 years.

Easy, fast ironing because of light weight and fast-heating element. Automatic control means no more invisible scorch, weakening of fabric, or wasted current from an overheated iron. Current automatically turns on and off at intervals to maintain correct temperature. Pays for itself in current savings alone.

Chromium-plated—no rust, stain, or tarnish. Rounded heel-rest prevents tearing and wrinkling. Beveled sole-plate gets under buttons, into tucks, pleats, etc. Complete with cord. Listed as Standard by Underwriters' Laboratories. For 110-120 volt A.C. only.

#### GLASS COFFEEMAKER

Make coffee in the experts' way, with vacuum. High-grade heat-resisting glass bowls. Finished brew remains in lower bowl and grounds in top bowl. Works quickly—economically—is easy to serve. Stove is heavily plated with gleaming chromium—will not rust or tarnish. Cool, rubberoid handle fits the hand. High-quality, long-life heating element. Detachable cord and plug. Makes 7 cups of delicious coffee. Filter cloth and full instructions included. Listed by Underwriters. For any 110-120 volt current.

(a) Write a complete sales letter for the article you are most interested in, after you have studied that article. (b) Hand in a written list of strong selling points for each of the other four articles. (c) After each list of selling points indicate the chief appeals to be used. (d) Under the direction of your teacher, write a complete sales letter for each of the other four articles.

3. You are a member of the sales department of Wanamaker's, New York City. You are asked to write a complete sales letter for the electric shop, seventh floor, South Building, featuring the Aquazone air-conditioner for office or home. Feature these selling points: ventilating system supplying cool, washed, humidified air; portable, can be carried from room to room or suspended from above; a drop of pine essence added to the water in the Aquazone gives the exhilarating scent of the Maine woods; price \$41.50. Assume a mailing list of (a) individual customers, and (b) business offices. Write a complete sales letter. Offer installment payments.

4. You are in the sales department of Scribner's, publisher of *The Autobiography of Theodore Roosevelt*. Write a single sales letter for this volume. A descriptive folder is to accompany the letter. The price of the volume is \$5 if cash is sent with order, or \$5.50 if a \$2 down-payment is made and the balance is paid at \$1 a month thereafter.

5. (a) Prepare a list of selling points of your leading school publication, to be used in a sales letter to persuade retail stores near your school to advertise in your publication. (b) Write the complete sales letter, using the appeals of gain-

ing new customers, reaching the school market, and winning students' goodwill. Offer an inducement.

6. You are employed by a local retailer selling one of the items listed below. The article is an improved model, or represents new seasonable goods in the latest styles, colors, or materials. The article is already familiar to the public through national advertising.

(a) Sporting goods [Choose those used in the sport you prefer and sold by a local retail store] like tennis equipment, ice skates, sports sweaters (for men or women), fishing tackle, arms and ammunition; (b) bench hardware and tools (for woodworking); (c) summer silks; (d) lawnmowers.

(a) Select one of these articles, decide on a definite brand or model *after studying the article in your local store*, and write a complete sales letter to a suitable market. Use both physical (exterior) description and emotional description stressing use. Select appeals that will gear the uses of the article strongly to the needs of your market. Fit the language to the reader, and adapt the tone to the article.

(b) On a second sheet make a full list of all the selling points or advantages you have been able to find from a study of the actual article at the store or elsewhere. Indicate with a check mark those selling points you included in your paragraphs on interest and desire. Indicate also the appeals used. Show how you have fitted the language to the reader.

7. Select another article from the list given above and write a complete sales letter for it, this time stressing special price and a short-time offer. Include an inducement.

8. From magazines or newspapers clip advertisements of articles suitable for direct-mail selling. Select examples to illustrate the use of facts, figures, explanation of scientific construction, samples, tests, testimony, and guaranties. Indicate on each advertisement in the upper left-hand corner which of these classes each advertisement represents. Bring the advertisements to class.

9. On the basis of the data from one of these advertisements, write an effective paragraph for a sales letter.

10. On the basis of the data from another of these advertisements, together with your personal study of the article, write a complete sales letter stressing one outstanding appeal and a special offer. Use devices of emphasis.

11. Using the list of motives on page 492 as a guide, identify all the appeals you can find in the following letter:

*Attention* { Kin, and two other kinds of folks, give Christmas presents—those who are already friends and those who want to be friends.

*Interest* { The more moneyed a fellow is, the harder it is to find something he will appreciate. He's either got or can buy most of the things he has a hankering for—so there is only one thing to do; give him an out-of-the-usual something. Novel presents don't have to cost a lot to be appreciated.

*Desire and Belief* { Now, then, that man you want to remember—that fellow who, you wish, would like you better—may or may not smoke cigars or wear jeweled gimcracks. But, whether rich man, poor man, beggar man, thief, doctor, lawyer, merchant, chief—he will appreciate Frank Smith's apple juice—"better than Grandad's."

Frank Smith's apple juice is the clean, bottled juice of sound ripe apples. It is pure, with no chemical preservatives. The flavor is more delicious than that of any cider you have ever tasted. Can you imagine a more unordinary gift?

*Action* { Your card will be included in each package if you wish. The more quickly you send me your list, the better attention I shall be able to give your instructions.

## **SECTION 6**

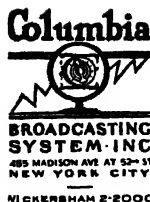
### **BUSINESS-PROMOTION LETTERS**

Business-promotion letters, exactly as their name indicates, are letters written to promote business. Closely related to sales letters, they virtually become sales letters because their purpose is to bring about the sales of products and services. Their chief difference is that they often seem to sell nothing at all. Their keynote is to make friendly and helpful suggestions.

**How the Business-Promotion Letter Is Used.** The business-promotion letter is a logical development of the "you" attitude. Its writer is looking primarily to the interests of the reader and offers suggestions to advance his comfort and welfare or to expand his profits.

The business-promotion letter is used by stores (1) to notify customers of the arrival of certain shipments of new merchandise, (2) to offer special delivery services over holidays and after store hours, (3) to offer special storage privileges for valuable garments and furs over long vacation periods, (4) to remind parents of coming birthdays of children and to suggest the purchase of suitable gifts, (5) to remind husbands of approaching wedding anniversaries and to suggest the purchase of appropriate anniversary presents, (6) to offer Christmas-gift counsel and expert gift-buying advice to busy Christmas shoppers who are late with their shopping.

The business-promotion letter is likewise used by banks (7) to offer special gift envelopes and holiday containers in which crisp new bills may be folded and presented as gifts; by sport shops (8) to invite customers to view a special demonstration by a visiting tennis champion, ski-runner, or golf professional; by professional men (9) to suggest that clients should, for their own welfare, come in for a regular



August 6, 19

Dr. Robert R. Aurner  
Professor of Business Administration  
School of Commerce  
The University of Wisconsin  
Madison 6, Wisconsin

Dear Dr. Aurner:

We have recently published, in book form, the results of "The Second Study of Radio Network Popularity." This consisted of a mailing, into 400,000 homes, of a radio questionnaire. The mailing was handled by Price, Waterhouse & Company, certified public accountants, who tabulated and audited the returns.

This is another step in our program of basic radio research and is aimed frankly at securing impartial and reliable data in a field in which new methods of measurement seem necessary.

Under separate cover I am sending you a copy of this book, thinking that you might wish it for your library files, and possibly for your own interest. I should be very grateful for any critical analysis or comments on the manner in which the data were gathered and presented.

We are trying to build a broad and solid groundwork of facts to supplant many of the guesses which have characterized radio in the past.

Sincerely,

COLUMBIA BROADCASTING SYSTEM, INC.

Paul W. Kesten  
ES

Director of Sales Promotion

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#### A BUSINESS-PROMOTION LETTER

This attractive letter, individually typewritten from a master form, is sent to selected business executives and certain professional men.

conference, interview, examination, or the like; and by manufacturers (10) to offer help to their dealers and to suggest practical ways in which their dealers can increase their volume of sales.

The two main classes of business-promotion letters are: (1) letters from the dealer to the consumer and (2) letters from the manufacturer (or other source) to the dealer.

**Promotion Letters to the Consumer.** In any normal business a certain number of old customers are falling away from active buying. They become dissatisfied—a major cause of lost patronage—or competitors lure them away. In both cases they can be won back.

The following letter, used by The Hecht Company, of Washington, D. C., has produced excellent results:

*Winning Back Old Customers*

There must be some important reason why you have not used your account at The Hecht Company for over a year.

If it is important enough to cause you to stay away from us, it is important enough for us to make an effort to find the reason.

Won't you help us by writing your comments on the sheet which you will find in the stamped, addressed envelope enclosed?

**Keeping the Trade of Old Customers.** To keep old customers on the books is much easier than to bring in new ones, although both activities must be kept up. Through letters the store manager keeps in touch with his customers and informs them of new features. Those buyers who are his acquaintances he may approach almost personally because he knows their likes and dislikes.

In the case of a retail men's-clothing establishment using the ten-payment credit plan, every customer who completes a contract satisfactorily gets the following letter of thanks in his mail the next morning. Note the friendly attitude. A cordial business-promotion letter like this, sent out on Friday by one store, caused twenty-three out of seventy-seven customers to reopen their accounts on the following Tuesday.

*A Business-Promotion "Thank You" Letter*

It's a real pleasure to us to see the prompt way in which you paid your recent account with us. We want you to know that we appreciate such reliable patronage.

Feel free to come in at any time you need this credit. It will be waiting here for you, already established. You won't have to fill out any card again—just step over to the credit department and have it approve the payment plan on whatever you buy.

May we have the pleasure of serving you again soon?

Every old customer who leaves to go elsewhere carries with him a certain percentage of trade, which becomes a direct loss to the business. Former good customers who have bought nothing for six months may have taken their trade elsewhere. This is a business loss, caused perhaps through some dissatisfaction never brought to the attention of the store. In most instances the customer is disgruntled over a minor cause. But, unless unspoken grievances are drawn out, inactive-customer lists grow. In recognition of this fact many businesses exert special efforts to draw answers telling what the trouble is. When the cause for the grievance has been brought into the open, proper steps can be taken to remedy it. A personal letter may convey the right adjustment with an assurance of goodwill and an invitation for further business.

The following letter, from the bulletin of the Direct Mail Advertising Association, was mailed by a northwestern haberdasher to 1,200 men who, though once good customers, had not purchased from him for at least four months. Seven hundred and thirty people replied, either by purchasing goods or by telling him why they had discontinued. This letter, therefore, brought returns of 60 per cent.

*This Letter Brought 60% Returns*

If you should discover that a very good friend of yours, to whom you had given the best in the way of friendship, courtesy, and understanding, had suddenly stopped visiting you without apparent cause, you'd want to know why, wouldn't you?

This business, which it has taken me twenty years to make successful and highly esteemed, is the biggest thing in my life.

My customers are, in every sense of the word, my best friends, for they make my success a reality. You are one of them. In every possible way I have honestly tried to give you the best.

It is nearly a half year now since you have been in this store. Being human, I quite possibly have done something or sold you something with which you are not thoroughly satisfied. If that is the case, won't you come in and tell me about it, just as one good fellow to another? Even now, if you are not satisfied with that last purchase, I will make things right.

This is no suggestion that you need to buy anything. I should appreciate, though, an opportunity to talk the matter over with you.

The next example is a letter sent by a well-known university to four thousand prospective students who had inquired about summer-session courses. Of the four thousand who received the letter, eight hundred answered with a personal reply. This is a return of 20 per cent.

#### *A University Uses Business Promotion*

After you had written us last year for summer-session literature, it was our hope to have you with us. But since your name did not appear in the summer-session directory, we assume you were not in attendance. Will you let us know whether our program fell short of meeting your needs, and, if so, in what respect? Can we add anything of special interest to you?

May we send you, when it is ready, a bulletin for the coming summer? Have you friends to whom you would like to have us send announcements? We welcome inquiry, suggestion, and constructive criticism at any time. May we hear from you?

**Promotion Letters to the Dealer.** Promotion letters to the dealer emphasize that the goods will sell well and that the sales will be profitable to him. Stress is laid upon advertising that is under way or about to be released, evidence that the article will sell. Emphasis is placed upon the margin of profit the dealer will receive from each unit sold, and the quality of the product, which will assure the customer's satisfaction. Any retail dealer can supply samples of such business-promotion letters.

The Kohler Company, manufacturer of plumbing fixtures and supplies, keeps in close touch with its plumbing outlets

and building-supply distributors through business-promotion letters like this:

*A Promotion Letter to Distributors*

To make the sale of the electric dishwasher as easy as possible for the dealer, Kohler, of Kohler, has developed the attractive folders and booklets of which we have sent you samples. The enclosed model letter can also be multigraphed on your stationery. Sign it, enclose a folder, and mail it to every name in your prospect file. A number of attractive advertisements for your local newspaper are also available. These materials are free. Outline an advertising campaign, and write for a quantity. If you use the materials as suggested, and then follow up by means of the telephone and effective demonstrations, you will soon develop a growing and profitable business in the electric dishwasher.

On pages 483 and 484 of this book you will find an excellent example of a well-constructed business-promotion letter sent by the Goodrich Tire and Rubber Company to prospective dealers urging them to consider potential profits in handling the Goodrich tire.

In the following letter from the Phoenix Hosiery Company, note the tone of friendly interest and the cordial offer of co-operation in building profits for the dealer:

*A Promotion Letter to a Dealer*

Because we are always interested in helping you develop your Phoenix hosiery business into ever-greater profits, we want to submit for your inspection (and, we feel certain, your approval) some of our new numbers. These are fresh new styles that have just been put into stock. We would like to send you several as samples.

The numbers sampled are, in our honest opinion, some of the finest hosiery values available today. After you have examined them and have decided which you think will sell best to your trade, please refer to the enclosed list, on which you will find the colors and the prices of each number.

By all means tell us if there is anything else you need to round out your stock. We want you to know that we are ready on the instant to be of service to you.

**A Mail-Order House Scores a Smashing Success with a Business-Promotion Letter.** An imposing record of successful promotion is that of a Chicago mail-order house that achieved the following results with one of its letters:

Number of letters mailed.....	285,000
Number of replies received.....	105,000
Percentage of replies.....	37%
Business obtained.....	\$250,000
Campaign cost.....	\$ 12,555
Percentage of sales cost.....	5%

The spectacular success of this campaign emphasizes the need of keeping in close touch with customers. Here were 285,000 people who seemed to have stopped buying for no particular reason. With one letter 105,000 of them came back with \$250,000 to spend. The letter, signed by the general manager, began in an interesting narrative style:

Some time ago I took a trip through Wisconsin. On the way back to Chicago the train was crowded, and I drifted into conversation with the man occupying the seat with me.

The talk got onto the topic of mail-order houses, and the man happened to voice a strong complaint about the particular house of which the general manager was the executive. The letter reproduced the give-and-take of the conversation and concluded:

You haven't sent us an order for a long time, and I wonder if something has gone wrong and you, like my Wisconsin friend, have "just quit." If a mistake has been made in filling one of your orders, if a letter has been improperly answered, or if you have received some article not entirely satisfactory, won't you write me in confidence and tell me about the matter? If something has gone wrong, give me a chance to make it right. We're here to please *you*—I will not be satisfied until you are.

A reply in the enclosed stamped envelope will be a favor to me and will receive special attention in my office.

**Promotion Paragraphs in Daily Correspondence.** Promotion paragraphs inserted into daily correspondence sometimes far outpull all other kinds of sales effort. Here are some interesting examples:

(1) The vice-president of a Chicago bank writes:

I notice your rental of one of our safety-deposit boxes, and I want to extend our welcome to you. I notice, too, by the way, that you paid the rental with a check on the National State Bank. Perhaps it may be more convenient for you to carry a checking account with us now because your home is somewhat closer to us.

(2) An interior decorating firm, corresponding on a subject related to house furnishing, inserts this note:

By the way, we can now get you the particular shade of flowered chintz in the plastic sealed quality that you wanted for your shower curtain. If you care to telegraph at our expense, we shall be glad to put the order in for you.

(3) An automobile concern sends a notification to one of its patrons that it is time to forward an application blank for next year's state license in order to get an easy-to-remember number. So far, the letter gives an unsolicited service, which will be appreciated. Then it goes on:

By the way, you will be interested in our new factory branch in your neighborhood, at 3391 Grosvenor Street. Its complete equipment will take care of all your car needs.

(4) A publishing house mails one of its customers a bill for a set of children's books. Before the date of payment, however, a letter comes from the Bookhouse for Children (a department of the company), asking what stories from Volume One have most delighted the youngster. "This information, which will be of the greatest interest to us, may, by the way, easily be sent when you remit the monthly payment." The suggestion stimulates prompt payment and at the same time gathers valuable information.

## PROBLEMS

1. As a representative of one of the following business organizations, write the business-promotion letter indicated:

(a) The Gramms Grocery—special delivery service over the coming long Labor-Day holiday

(b) The Buckstaff Department Store—special storage privileges for furs during the summer vacation period, with preferred treatment for the reader as a good customer

(c) The Brown Book Store—reminding parents of the approaching birthdays of children and enclosing an illustrated leaflet suggesting appropriate gifts

(d) The Bancroft Flower Store—reminding several customers of approaching special anniversary dates, taken from records held in a card file, and suggesting appropriate formal or informal plant and flower gifts

(e) Simpson's, Incorporated, a specialty shop for women—offering Christmas-gift counsel and expert gift-buying advice for good customers about to begin their Christmas shopping

2. Under the direction of your teacher, write additional business-promotion letters covering the situations outlined in Problem 1.

3. As a representative of the Murchison and Bird Department Store, 260 North Carroll Street, your city, write a business-promotion letter notifying certain good customers of the arrival of a shipment of new beautifully assorted curtain materials. (You are at liberty to substitute an item or product from any other department you prefer.)

### REVIEW

Each of the following sentences contains one or more errors. Rewrite each sentence; correct all errors.

- (1) The Fall busy season usually begins about october 1.
- (2) The student's schedule included typing I, English III, and American history II.
- (3) The man dictating the letter objected to the stenographer asking him to repeat a sentence.
- (4) Typing invoices rapidly are difficult.
- (5) Neither the employees nor the employer was able to decipher the letter.
- (6) The correspondent tried to fully answer the request.
- (7) You taking a vacation will delay the work of the department.
- (8) Many a capable man have too many responsibilities.
- (9) The reference was to Page 60 in volume III of the series.
- (10) The letter was addressed to professor Harmon D. Show who teaches Accounting in the college of commerce.
- (11) We will go unless the weather turns colder.
- (12) The man's work was increased because of his assistant resigning.
- (13) The clubwoman and social leader brought their suggestions to the attention of the club.
- (14) Those kind of people think they are always right.
- (15) Who were you speaking about?

## **SECTION 7**

### **SALES LETTER FOLLOW-UP SYSTEMS**

Sales keep the business wheels turning. Whether men and women sell radios or refrigerators, jewelry or textiles, insurance or industrial equipment, motor cars or the latest Parisian modes, and whether they sell in manufacturing, wholesale, or retail fields, they all contribute to the velocity with which our dollars move through the channels of trade.

Move these dollars must, if they are to do their duty. In an endless chain of cause and effect, men and women who sell cause other men and women to buy. Purchases make sales. Sales make jobs. Jobs make business. And good business brings good times. To assure that the march of the dollars will go on is a part of the purpose of sales letter follow-up systems.

**Chief Uses of Follow-up Systems.** When sales letters are organized into a systematic campaign, one letter following another like links in a chain, they are termed follow-up letters. Chief among the variety of uses to which they may be put are: (1) to follow up inquiries about articles, (2) to keep the customer's goodwill, (3) to sell directly by mail to a prospective customer, (4) to stimulate inquiries about products, (5) to prepare a prospect for the call of a salesman, (6) to introduce improvements or new models, (7) to bring prospects to retail stores to buy.

**Structure of the Follow-up System.** The three common types of follow-up are (1) the campaign system, (2) the wear-out system, (3) the continuous system.

The campaign system is prepared in full before the first mailing and is sent, piece by piece, during a definite period of time. The number of letters, the time between the mailings, and the total length of the campaign are planned ahead. Each letter advances the sales campaign another step.

The wear-out system keeps "everlastingly at it." Each letter carries its own complete sales presentation without relation to preceding and following letters. One letter after another is sent until returns are no longer profitable. The mailing list is then worn out.

The continuous system is indefinite in length. To establish customers, sales letters may be sent at intervals, often with monthly catalogs or weekly price lists. To good prospective customers, letters may be sent at longer intervals, as in spring and fall selling seasons.

**The Campaign System.** The over-all plan of the campaign follow-up system must be developed as carefully as the individual letters. The higher the price of the article, the wider the margin of profit, the better the mailing list, then the larger the number of letters that may be sent. For new and unfamiliar articles the system must be long to develop confidence. For an article costing a hundred dollars or more, like a set of encyclopedias, a system of six to ten letters with elaborate enclosures has proved profitable. On the other hand, the margin of profit on one ordinary volume would not justify even four letters under ordinary circumstances. Hundreds of low-priced articles, distinctive enough in character to be sold by direct mail, have only enough profit to justify one letter and no campaign.

**Variable Factors in the Campaign Follow-up.** The more important variable factors in the follow-up system are (1) length of each letter, (2) length of the system, (3) intervals between mailings, (4) nature of the article, (5) character of the market (type of prospects), (6) size of the mailing list (10, 100, 1,000, or 10,000 names), (7) physical size and shape of each piece of mail, (8) unity, coherence, and emphasis of the campaign, (9) tone of the letters, (10) analysis of the chief selling points of the article, (11) selection and elimination of selling points, (12) selection of the major selling point for each letter, (13) order of the selling points, (14) selection of emotional appeals, (15) nature of the action requested,

- (16) season of the year when each letter is to be mailed,  
(17) use of illustrations and color.

Only elaborate campaigns check all these variables; but in approaching the construction of any system, one must have them in mind.

**Appeals and Emphasis in Campaign Letters.** Throughout the campaign *one central selling point, the dominant value of the article, should be kept foremost.* This plan aids unity and keeps the chief feature prominent. The whole campaign, whether two or eight letters, must hold attention and interest through variety in appeals. Variety of appeals freshens the customer's interest and stimulates it anew. The material is so handled that the early letters ensnare attention and develop interest, and the later ones present powerful appeals and special offers to induce action. The progress from letter to letter should be from attention through interest to desire and favorable action. For example, in an eight-unit series the letters might include:

Letters 1 and 2—attention, interest (facts)

Letters 3, 4, and 5—interest (more facts, tests); desire (first appeals, samples)

Letters 6 and 7—desire (forceful appeals, testimonials, guaranties); action (special inducements)

Letter 8—action urge by every device (summary of campaign; powerful inducement and final offer)

The intervals between mailings may be a week, ten days, or two weeks. Action should be invited at the close of the first letter, as at the close of each following letter, by the use of action devices. The reader may be convinced and ready to buy long before the campaign is over. To obtain his order by early action saves the rest of an expensive series. With each succeeding letter the action urge should increase and reach its climax in the final letter. For an excellent example of final action in a campaign, see the *Encyclopedia Britannica* letter on page 480.

**A Specialty Grocery Store Scores a Success.** A specialty grocery received a large shipment of a fine new coffee. The manager decided upon a promotion program based on a coffee-making demonstration in his store, to be announced and publicized to selected customers through a two-letter follow-up campaign.

The first letter, announcing the special event, went to a list of customers known to the manager as discriminating buyers of quality groceries in large amounts.

*The First Letter in the Aroma Coffee Campaign*

<i>Attention</i>	{ As richly translucent as amber, as elusive in fragrance as your choicest perfume, is a cup of Aroma coffee. So delicate is its spicy aroma that a fragile china cup is proud to hold it.
<i>Interest and Desire</i>	{ Not only will its clearness and flavor please you, but the price of each cup is but 1½ cents; 75 cents a pound. Taste Aroma coffee and you will agree that the price is, indeed, reasonable. The Southern Pacific and the Canadian Pacific railways use Aroma coffee exclusively in their dining service. Snow-capped mountains and perfectly prepared Aroma coffee vie with each other in stimulating the appetite. Such hotels as the Edgewater Beach, Chicago; the Utah, Salt Lake City; the Multnomah, Portland, and hundreds of others serve this delightful drink. Diners who make a nice choice in their foods and drinks, the country over, insist on Aroma. Unless graced by cups of this steaming appetizer, a dinner hints of imperfection.
<i>Action</i>	{ After August 6 this product will be added to our coffee corner. Mrs. Roberts will serve coffee prepared in "the Aroma way" in our place of business on Thursday afternoon and evening. May we not act as host to you and your friends?

The second letter, given on page 516, was sent to those on the original mailing list who were known to have come in for the special introductory demonstration. The coffee was thus introduced and sold in large quantities. The whole program was successful.

*The Second Letter in the Aroma Coffee Campaign*

<i>Attention</i>	{ The amber clearness, the exquisite flavor, the reasonable price when compared to the quality of Aroma coffee, all are known to you. Mrs. Roberts served 477 visitors on Thursday afternoon and evening. We are delighted that you came to convince yourself of the superior quality of Aroma coffee.
<i>Interest and Desire</i>	{ The ambition of every housewife is to place deliciously prepared food before her family. Perhaps your housekeeper, your cook, or your maid does your cooking; but we are certain that "prepared in a superior way" is your watchword. What memory could be more fascinating than that of translucent, richly flavored Aroma coffee, poured into ringing china cups and placed on crisp luncheon linen? As culinary captain you can give this fascinating memory to the members of your household, and each day you can make it a reality.
<i>Action</i>	{ For the first 250 telephone or personal orders for a pound package of Aroma coffee, we will reduce the price from 75 cents to 49 cents. A limit of one package to each address is necessary. Aroma coffee makes friends that easily!

**A Real-Estate Company Rents "Terrace Homes"—by Mail.** The Thompson Company, a real-estate firm, was commissioned to rent several apartments in a new and handsome apartment building called Terrace Homes. After studying what they had to offer, and after defining the market they desired to reach, they used a follow-up campaign of two letters, each with an instructive enclosure.

**The First Letter and Enclosure.** The first letter directed attention to the enclosure: "Pictured on the enclosed sheet is Terrace Homes, the first co-operative apartment building in this city. Located on Ocean Terrace at Cypress Street, Terrace Homes offers a new way to buy a home. . . ." The action paragraph concluded, "The plan is simple. Send now for an illustrated brochure, 'Terrace Homes.' Your copy will come to you with no obligation." Read the full letter on page 250.

**The Second Letter and Enclosure.** After an interval of one week the second letter was sent:

<i>Attention</i>	<p>Last week we were pleased to send you the architect's drawing of Terrace Homes, Seaville's first co-operative apartment building, located on Ocean Terrace at Cypress Street.</p>
<i>Reference to Important Enclosure</i>	<p>In this letter you will find a typical floor plan of one of the twelve distinctive apartment-homes, a number of which are still available.</p>
<i>Interest and Desire (Note Concrete Detail)</i>	<p>You may choose these in the four- or five-room size. The entire building is of fire-resistant material, the basic structure being concrete, brick, tile, and steel. The interior bears the delightful stamp of quiet and refined homelikeness, with distinctive fittings and interior design.</p>
<i>Interest and Desire (Note Concrete Detail)</i>	<p>Each of the apartment-homes is most modern in conveniences, such as porcelain refrigerators with GE mechanical refrigeration, built-in cupboards, private storage rooms, metal weather strip, and plenty of electric outlets and base plugs. Intercommunicating and call button systems are part of the building equipment. Even in the details of hardware and electric fixtures, harmony is assured.</p>
<i>Action</i>	<p>Utmost consideration has also been given to sound-deadening to ensure the quiet, peaceful atmosphere of true home. For this purpose the famous Acoustex System has for the first time been installed in Seaville, the cost of this method of silencing, alone, being over \$1,600. Special representatives of the Acoustex Corporation made the installation.</p>
<i>Action</i>	<p>So that you may read the whole story of the new home-owning plan and the details of its economical operation, just pencil a <i>yes</i> in the margin of this letter. We shall then promptly send you the illustrated brochure "Terrace Homes, A Co-operative Apartment Project." No obligation, of course.</p>

The structure of the letter is analyzed in the marginal notes at the left. The inquiries for the booklet were followed up by a personal call of a representative of the company. The campaign filled the apartments.

**Using Machines to Multiply Letters.** At times a business concern may want to send the same letter to a hundred, a

thousand, or ten thousand people. Some firms send out such letters frequently; others, only once a year perhaps. When the time arrives, however, one should know how to get the letters out.

Your firm may want to send out five hundred letters to those on a mailing list that has already been prepared. First the master letter is written. This letter must then be typed over and over again on an automatic typewriter; or it must be set in type and printed on letterhead paper, either directly from the type face or through a ribbon that gives the effect of typewritten copy. The result is a "processed letter."

**The Automatic Typewriter.** The automatic typewriter is one controlled by a mechanism similar in principle to that of the automatic piano. This typewriter is a "self-player." It operates from a master record made from the original copy of the letter. Through the use of the automatic typewriter, typewritten copies of a letter may be prepared at great speed. One can thus send an individually typed letter to a large mailing list. Some companies, specializing in producing letters of this kind in great numbers, operate a battery of automatic typewriters under the supervision of an attendant who moves from machine to machine feeding in new sheets, filling in addresses and salutations, and setting the machine in motion under its automatic control. Without further attention the machine completes the letter; or, if the name of the addressee or some particular information is to be inserted at some point in the body of the letter, the machine automatically stops at this point, the attendant inserts the name or the information, and the machine then automatically completes the letter.

**Multigraphed Letters.** The multigraphed imprint made through a ribbon gives something of the effect of the automatic typewriter at a fraction of the expense. The letters present a uniform evenness attractive to the eye; the ribbon impression so closely matches ordinary typewriting that the difference is noticeable only to the more experienced. In short,

the multigraphed letter gives the appearance and the impression of a personal letter, yet it can be multiplied to the largest mailing list without losing its individual attractiveness. The printing is done from facsimile typewriter type. As the ribbon that inks the type matches that of the typewriter, the fill-ins of address, salutation, and other items are even. If the typewriter ribbon and the multigraph ribbon are not well matched, the results are poor. Uneven matching is the chief objection to the use of the multigraph.

Printing directly from facsimile typewriter type (without the ribbon effect) reproduces a letter with legible attractiveness but sacrifices much of the personal effect.

**Mimeographed Letters.** If the message is impersonal, there is no reason for making it appear personal. In such cases mimeographing may be used by typing the message upon the specially prepared waxlike surface of a stencil. This stencil is then placed on a drum and inked, and several hundred copies can be run off. As a rule, mimeographed letters are not filled in with an address and a salutation because the mimeograph process does not closely enough match actual typewriting. The outlines of letters, made by forcing ink through the openings cut in the stencil, are not quite so clear as they are in the hand-typed draft or in ribbon-multigraphing.

**Use of Elite Type and Pica Type.** Elite typewriter type is smaller than the standard pica type, with which most machines are equipped. Elite type makes possible a longer letter and yet leaves as much white margin. Because of its smaller size it lets ample daylight into the letter between single-spaced lines. Pica type, however, is widely used and is preferred by some because its larger size is thought to make reading easier.

### **The Mailing List**

**Importance of the Mailing List.** At least half the success of a direct-mail effort rests upon the careful selection and the

accuracy of the list of names to whom the message is to be sent. A poor letter sent to a list of good prospects has a far better chance of bringing results than a good letter sent to a list of poor prospects.

**What Is a Good List?** A good mailing list is a constantly revised list of the accurate names and addresses of living people who are located in a trade territory and who, by reason of careful selection, are logical prospects for the purchase of a particular product or service.

**How Mailing Lists Change.** Anyone unacquainted with a mailing list finds it hard to realize how rapid is the shift in names and addresses, until he tries for a time to keep the list up to date. *Life* magazine often receives more than 50,000 letters a day and *gets about 127,000 address changes every month.\** The average mailing list undergoes about a 20 per cent shift in a year. In some cities the shift is much higher. The postmaster of Chicago estimates that a good mailing list based on the population of his city depreciates, on an average, 42 per cent in a year.

A Philadelphia firm found that a list of 1,000 names used without revision for three years had changed thus:

- 410 people had changed addresses one to four times.
- 261 had moved to parts unknown.
- 124 had already purchased their article.
- 83 had already purchased a competing article.
- 7 had died.
- 1 had gone to jail.

Out of the 1,000 names 886, or about 90 per cent, were worthless at the expiration of the third year. For every dollar spent in mailing to this list, 90 cents would have been thrown away.

**Accuracy Essential.** An inaccurate mailing list is a liability, not an asset. Enlightened business concerns realize this

and take precautions. An investment service keeps checking its lists with a double postcard carrying the following copy:

They addressed him as John T. Williams, but his name was John P. Willetts. Then they made this prize error: They addressed him at 235 Beechtree Street, and the address should have been 253 Peachtree Street. And what he wanted never reached him. Of course, he didn't like it. So we're making doubly sure of your correct name and address by sending you this double postcard.

On one card is this, our message, addressed to you. And on the other card, which is addressed to us, is your message with your name and address as we have them. We hope we have them right. If we do not, please tell us so that we can make the correction. We shall appreciate your kindness in giving us this help.

**"Return Postage Guaranteed."** If *first-class* mail is not deliverable because of a faulty address, it carries the return privilege. On mailing pieces in other classes that do not carry this privilege, most firms place the printed phrase "Return postage guaranteed." Then all misdirected and unclaimed pieces are returned and checked against the mailing list, and the dead names are removed. The small added cost of the return is money well spent, for returned mail is one of the best ways of keeping the list "clean." Names must be spelled accurately, and addresses must be exact. Never relax vigilance over one of the most changeable things on the face of the earth.

### *They Say ~*

that there is no such thing as a never-ending list. At there should be such a thing as a perfect list: it would be one per cent wrong at the end of 24 hours, there being that many people changing about all the time.

Will you help us, and at the same time perhaps save yourself some annoyance, by returning the attached coupon if we have made an error in spelling your name, please.

There is nothing worse than to list one's name misspelled, or incorrect initials used. We speak feelings on this subject since we get mail that way ourselves. Return this coupon if we have made an error in spelling your name, please.

EVANSTON MILK ASSOCIATION  
241 N. La Salle Street, Chicago, Ill.

You should correct your records according to the following information:

You have my name listed as follows:

Name \_\_\_\_\_  
Street or R. F. D. \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_

My name should be listed as follows:

Name \_\_\_\_\_  
Street or R. F. D. \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_

In order that you may send from time to time publications of particular value to me, I am giving below my occupation and chief interests:

PLEASE  
GIVE  
DETAILS \_\_\_\_\_

### A FORM USED IN CORRECTING A MAILING LIST

This form illustrates how one organization strives to keep inaccuracies out of its mailing list. Correcting the mailing list is, of course, a never-ending task.

**Check the Effectiveness of Your Letters.** Apply these six tests to each letter you write:

(1) *Will your letter be opened?* Some slide unopened into the wastebasket. Envelopes should suggest, "This letter is too important to be thrown away."

(2) *Will your letter be read?* Give it handsome appearance. Choose good stationery. A quarter of a cent makes no perceptible difference in the cost of a letter that already costs fifty or a hundred times that much. Frame the letter like a picture; see that typing is even and that the folds are neat.

(3) *Will your letter be understood?* The seven C's invite quick understanding.

(4) *Will your letter be believed?* Always stay on the side of the truth. One overstatement may ruin your customer's confidence. Be suspicious of superlatives. Strike them out and in their place use facts, evidence, and proof. Enthusiasm is a fine quality, but do not let it lead you into exaggeration.

(5) *Will your letter be agreed with?* Tie your message up with your reader's interests. Get into step with him. Do not tread on his toes by asserting something that may challenge him to bristling opposition. Example: "Do you know that you have carelessly wasted a lot of your money during the past twelve months?" Start off with something you *know* will be acceptable. Example: "Acoustex, the building material that quiets noise, is now used in 7 out of every 10 new homes. May we tell you why?"

(6) *Will your reader act favorably?* Not every letter can win the action called for from every person it reaches. But if it gets results from enough, it will be rated successful.

## PROBLEMS

1. You are the sales manager of Effective Letters, Inc., a correspondence advisory company. Your company publishes fifty-two "Better Letter Bulletins," written by an authority in

the field of letter writing. Gather your facts (the units and the sections of this book will give you an idea of the material such bulletins might contain) and select appeals.

(a) Prepare an outline for a campaign of three follow-up letters to sell this set of bulletins to the merchants and the professional men of your city. One bulletin is to be sent each week for fifty-two weeks. Two samples of the bulletin are available as enclosures.

(b) Write one of the three letters; indicate the enclosures.

(c) Write the second and third letters in this campaign.

2. Outline a sales follow-up campaign to sell this book, which you are studying in this course. You are supplied with sample pages of the text. Your mailing list is made up of the names of business executives, sales managers, correspondence supervisors, heads of adjustment departments, collection managers, and instructors of business correspondence.

(a) Outline the campaign.

(b) Write the first letter, indicating the enclosures.

(c) Write the additional letters.

3. In a sales follow-up campaign of two letters, try to persuade one of your close friends to take a long tour with you to a place in the United States you have always wanted to visit. (Examples: Yellowstone Park; Rocky Mountain National Park; Yosemite Park; Grand Canyon National Park; Carlsbad Caverns; Great Smoky Mountains; and others.) This friend lives in a neighboring big city and is in the same year in high school. Both of you may have to go somewhat in debt to finance this trip. In writing these letters, develop strong appeals. Enclose leaflets, brochures, and actual pictures that you have obtained from travel agencies. (This problem requires you to make a study of some vacation tour.)

4. As manager of School Supplies, Inc., outline a campaign follow-up system. Feature the newest filing cabinets with expansion ball-bearing steel drawers and slides; adjustable bookcases; automatic pencil-sharpeners; efficiency desks with internal files; and other similar items. Indicate the featured article and the central selling point of each letter. Show the time intervals between mailings.

5. List in writing the psychological appeals you can identify in (a) the sales letter of *Harper's Magazine* on page 457; (b) the first letter in the coffee campaign explained on page 515; (c) the second letter in the coffee campaign (page 516).

6. You are the manager of a small but profitable electric equipment store in your city. You sell fans, irons, percolators, heating pads, electric clocks, parchment lampshades, study lamps, Adjusto-Lites (which may be clamped on peculiar places), flashlights, spotlights, watchmen's electric lanterns, small electric motors for shops, and a host of similar articles in the stock of the usual electrical store. (In preceding problems blocks of selling points have already been given for many of these products.)

The manufacturer, through your wholesaler, has supplied you with a liberal outlay of printed leaflets, envelope enclosures, booklets, and mailing pieces in attractive colors. He will also multigraph for you any letters you wish to send to your local customers. You send him a supply of your stationery; and, following your letter copy, he sets up a letter for you, multigraphs it, and fills in the addresses.

(a) Plan a sales follow-up campaign for one of the articles listed above. The cost of the article should be high enough to justify more than one mailing.

(b) Make a list of selling points that you will include in each letter.

(c) Indicate the appeals for use in each letter.

(d) Write the first letter of the campaign.

(e) Write the additional letters.

7. You are the manager of the Acme Motor Service, 250 Division Street, your city. The garage for which you work is modern, newly equipped, and under the management of an expert who has built up a reputation for (a) honesty in his advice to owners and (b) unerring skill in locating mysterious car troubles. The garage serves customers with call-and-deliver service, throughout the city. All operations in the shop are standardized and time-checked. Your features are speedy equipment, excellent service, fair price, honest dealing. Outline a follow-up campaign of three letters.

8. Turn to Problem 1 on page 499. Assume that the price of the de luxe pigskin brief case, the leader of your leather-goods line, is \$19.50. This price gives you a handsome profit. You plan to feature this de luxe number to students during the fall season and also to professional men.

(a) Outline a four-piece campaign, three of the pieces to be letters with enclosures (that the manufacturer supplies).

(b) Write the first letter of the campaign. Indicate at the top the nature of the enclosure.

(c) Write the other letters in the campaign, indicating at the top of each the nature of the enclosure.

9. Turn to the case of the Klean-Rite Motor Service, Inc. (page 435). Review the market analysis.

(a) Write the letter to be placed on page 1 of the four-page letter recommended under "III. The Medium," paragraph (2), page 437.

(Note: The inside pages will carry illustrations showing cars in the process of being washed, with copy explaining the process.)

(b) Write the letter suggested under "IV. Recommended Sales Letter Program," paragraph (1), page 437.

(c) Write two of the other letters suggested on pages 437 and 438.

(d) Write the rest of the campaign, emphasizing action and indicating enclosures. Feature a special offer.

10. Most sales letters take their place as a part of a campaign, each unit carrying a part of the sales effort.

(a) Turn to the list of products in Problem 2 on page 499. Examine the list of products, and select one in which you are interested.

(b) Study your product closely. Then outline a follow-up campaign. After noting the price of the article, decide how many pieces to include in your campaign. Remember that the higher the price, the more sales effort needed. People hesitate longer the greater the cost.

(c) Write the first letter of the campaign.

(d) Write the additional letters in the campaign. Indicate at the top of each the nature of the enclosures.

## REVIEW

Each of the following sentences contains one or more errors. Rewrite each sentence; correct all errors.

- (1) The leader, as well as the members of the band, should be given their choice.
- (2) I should like each student, as soon as they have finished their work, to bring it to my desk.
- (3) Everyone at the meeting was asked to give their opinion about the committee and it's report.
- (4) Each child is expected to do their work by themselves.
- (5) No one knew definitely whether or not they would be able to go.
- (6) The company has four officials namely, president, vice president, secretary, and treasurer.
- (7) The book was ordered yesterday, it will not be received for a week.
- (8) The train was scheduled to leave at 10-30 A. M. however it did not leave until 11-02 A. M.
- (9) He called attention to these details in particular light touch, easy operation and moderate weight.
- (10) Can you imagine that I can scarcely believe it
- (11) In order to complete the records the bookkeeper worked steady all morning.
- (12) If it was my responsibility I would take care of it immediately.
- (13) To clearly understand the situation, it is necessary to read all the correspondence.
- (14) Him assuming the blame for the mistake saved the manager from embarrassment.
- (15) There was only five more reports to be filed.
- (16) The manager of the department objected to his assistant taking the day off.
- (17) The student was real thorough in his work.
- (18) The highly-publicized book was interesting and instructive.
- (19) The students their assignments completed went to the football game.
- (20) There being no further business the meeting adjourned.

## Unit XIV

# BUSINESS REPORTS AND OUTLINES

### SECTION 1

#### BUSINESS REPORTS

**What a Business Report Is.** A business report is a written document of careful organization and attractive physical form, through which is transmitted factual information or expert opinion that the reader must have or may need as a foundation for his future plans and business decisions.

The *facts* are important. They must be dependable, precise, and clear. The heart of a report is the dependability of its facts. If a report embodies opinions issuing from an established authority or recommendations prepared by an expert investigator, these may have even higher value than the facts. But for the beginner the facts are the important things.

Closely associated with business correspondence, the report is a form that everyone sooner or later has to prepare. As American commerce expands, or as mergers throw scores of people together into new and greater organizations, the lines of information, of authority, and of responsibility become more and more complex. But executives must have clear and prompt information from their helpers in the ranks, in order to be able to make intelligent decisions. To convey this essential information is an important function of the business report.

Perhaps you have been elected secretary of your class. One of your duties is to write the report of the actions taken. Your report is another instance showing the need for ability at report writing. In your effort to report the proceedings, you learn how valuable accuracy is. You find that if you can write clear and accurate minutes and can read them distinctly, you have acquired a useful accomplishment.

Or perhaps a certain executive, called to take charge of a new business with which he is not familiar, summons the several department heads and asks each one to put in writing, in brief reports, what he plans to do, why he plans to do it, and what results he expects to get. These exchanges of reports, written opinions, and memorandums keep each group of facts fresh until later facts come in. They form a solid platform on which the new executive can lay out a course of action.

**How Reports Differ from Letters.** Letters are written, for the most part, to get action or to lead to action. Reports are written, for the most part, to carry clear information. A report is requested by a person already interested in what it may contain. The person looks to the report for clear facts, precise information, and brevity. A good report is a concise record of truths observed with cool impartiality. Hence there is no need to whip up interest or desire or emotion, and action devices are not necessary.

**Five Types of Reports.** The five chief types of reports are: (1) the periodic report, (2) the progress report, (3) the examination report, (4) the recommendation report, and (5) the statistical report. Since all but the simpler types of reports are rather too advanced for study at this stage in your training, we shall limit the work here to definitions of the five chief types and to a brief statement of how a typical report is constructed.

The *periodic* report is a record of activities most of which are of routine character. This type records events as they occur and may be submitted annually, semiannually, quarterly, monthly, or weekly. The *progress* report may cover a stated period or may be submitted by special request. Its aim is to establish comparisons in such a way as to show the progress made during the period covered. The *examination* report analyzes past and present conditions, often in order to make recommendations on what to do next. The *recommendation* report is an examination report, the results of which lead to specific recommendations. Hence this type of report may

be persuasive in manner, may be argumentative in purpose, and may urge a definite program of action. The *statistical* report is made up largely of financial data, mathematical charts, tabular columns of figures, or the like.

**Reports—Their Organization.** A simple report of a page or two, with a few headings, will resemble an expanded memorandum.

*A Letter to Accompany a Financial Report*

Dear Mr. Plainfield:

Enclosed is a report of the receipts and the expenses of the championship game of the 4C Conference, the net receipts of which have been forwarded to your treasurer, Mr. Alfred Roberts.

Yours very truly,

*A Simple Financial Report*

Financial Report  
4C-Conference Championship Game  
Wautoma, March 4, 19--

Receipts of game..... \$112.60

Expenses:

Redgranite Team.....	\$10.00
Plainfield Team.....	10.00
Referee.....	21.70
Gymnasium.....	10.00
Bills and Tickets.....	6.50
Stamps, Labor, Telephone	<u>9.15</u>
	<u>67.35</u>

NET RECEIPTS..... \$ 45.25

Long reports, however, are composed of three chief divisions, which are broken up into seven smaller units:

*Organization of a Long Business Report*

A. Introductory material

(1) Title page; (2) Letter of transmittal; (3) Table of contents; (4) Summary, or synopsis

B. Body material

(5) Textual content: the data

C. Supplementary material

(6) Appendix

(7) Bibliography (and index when necessary)

The *letter of transmittal*, placed just after the title page and ahead of the table of contents, is an introductory message, usually less formal and more personal than the body of the report. A simple example, accompanying a simple financial report, is given on page 529. Another example follows:

*Example of a Letter of Transmittal*

Mr. R. L. Jefferson  
Klean-Rite Motor Service, Inc.  
736 E. Washington Avenue  
Jamestown 2, Ohio

My dear Mr. Jefferson:

We have completed, in accordance with your request of April 4, a market analysis of the Klean-Rite Motor Service, Inc.

The complete report is submitted in the form of the accompanying bound manuscript, with special emphasis given to (1) an outline of the services rendered, (2) an analysis of the market for the services, and (3) recommendations with regard to media.

After considering the facts carefully from every angle, we have evolved a plan that we believe will pay for itself many times over.

Yours very sincerely,

JAMES ASSOCIATES, INC.

C. W. James: RW

President

Longer letters of transmittal may be examined in any reports of the Government, as, for example, the "Annual Report of the Postmaster General." The *table of contents*, following the letter of transmittal, is a list of the headings used, together with the number of the page on which each appears. The *summary*, or *synopsis*, written *after* the report has been completed, follows the table of contents. It should summarize the core information in one or two pages or less. A paragraph may be enough. The summary, or synopsis, is given a preferred position at the beginning because the executive who must pass upon the report is most interested in the conclusions reached and the action recommended.

#### HOW TO GIVE PROPER DISPLAY TO A REPORT

##### Importance of Effective Use of Display

Display, which involves the liberal use of white space, is essential in order to make the captions, the section headings, and the main divisions stand out and guide the reader to the information he wants to find.

##### Specifications to be Followed in Producing Effective Display

Reserve a liberal margin at the left of each sheet of the report. In ordinary cases it is well to use standard stationery, white in color, and measuring eight and one-half by eleven inches. Somewhat better display results from the use of the single space because there is a clearer contrast of black and white masses. Some executives, however, prefer the double space. It is advisable to determine in advance which is desired.

##### Proper Use of Captions and Subcaptions

Captions and subcaptions, which may also be called headlines and subheadlines, may be typewritten in the center of the page or even with the left-hand margin.

##### Optional Positions of Subheads

Subheads may be inset into the body of a paragraph at the left or may be typewritten in the margins opposite the sections to which they refer. The matter is optional.

##### General Purpose of Display to Assure Clearness

The general purpose of display is merely to ensure and to increase clearness. For this reason, at least two spaces are allowed above and below display lines, and the most important captions are typewritten in solid capitals.

#### ILLUSTRATIONS

##### Illustrating the Contents of a Report

The effect of a business report is often made stronger by the use of pictures, graphs, bar charts, maps, tables, blueprints, drawings, sketches, diagrams, and flat samples. Such items are placed with the sections to which they refer.

#### **DISPLAY IN BUSINESS REPORTS**

This form shows how the liberal use of white space and the wise use of headings help to guide the reader to the information he desires.

The *textual content* expands the headings listed in the table of contents. The report writer should display his material, with headings and subheadings, so as to help the reader find the information he wants. The *appendix* may contain tables and exhibits; in general, material that might clog the main body of the report. The *bibliography*, following the appendix, should give a list of the sources of information.

**Display in Business Reports.** Display (the liberal use of white space) is essential to make the captions, the section headings, and the main headings stand out to guide the reader to the information wanted. Examine the illustration on page 531. Reserve a margin of at least two inches or more at the left of each sheet. Use standard stationery (8½ by 11 inches). Better display comes from single-spaced material, although some executives prefer double-spaced. If possible, determine in advance which is desired. Captions and subcaptions (think of them, if you wish, as headings and subheadings) may be typed in the center of the page or flush with the left-hand margin. A subheading may be inset into the body of a paragraph at the left or may be typewritten in the margin opposite the section to which it refers. At least two spaces should be allowed above and below each display line. The most important captions are typewritten in capitals. The purpose of display is to enhance clearness.

### PROBLEMS

1. Prepare a report of an investigation of stock phrases found in ten letters obtained from business concerns.
2. Prepare a report embodying the outstanding facts you have learned thus far from your course in business writing (facts about letters and reports, as well as fundamentals). State how you intend to make these facts useful in the future.
3. Prepare a report of an investigation on the use of dictating machines in the offices of two (or more) business concerns in your city. (This problem requires field work.)
4. Prepare a report of an investigation of the personal preferences of the members of a certain class in your school regarding typewriters, together with the chief reasons for their choice. Select the class you wish to use.
5. You are the treasurer of the athletic (or another) association of your school. Prepare a report outlining the financial condition of the association.
6. Prepare a report on what the students in your school think of the school newspaper or of the school annual. (This problem requires field work.) If your school publishes no periodical, make a report on why such a publication is needed.

## SECTION 2

### OUTLINES

**What an Outline Is.** An outline is a useful device for representing the framework of a discussion. It is helpful in preparing long letters and business reports. An outline should be kept simple. When it becomes intricate, it loses clearness. Its value rests in its use. Hence it should be short, simple, and usable. A good outline seldom uses sentences, seldom carries the subdivisions of the main topics farther than two or three items, and is brief enough to be understood and remembered.

Every writer and every speaker must take certain steps in preparing his discussion. In other words, he outlines, whether he knows it or not. If his outline is sound, his discussion is clear, concise, and complete.

A recommended outline form is:

- I. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
- II. \_\_\_\_\_
  - A. \_\_\_\_\_
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- III. \_\_\_\_\_

(Note: "a" and "b" subdivisions under "1" and "2" should be introduced only when they are necessary. The value of an outline is its quick clearness. The simpler the outline is kept, the better it is. The form here recommended is flexible and easily expanded.)

**Examples of Two Simple Outlines.** A reader, let us say, wants us to give him the simplest possible outline of "The Process of Writing an English Composition." We reduce the subject to an outline of four topics:

#### *Simple Four-Topic Outline*

- I. Selecting and limiting the subject
- II. Gathering the material
- III. Organizing the material
- IV. Writing the discussion

The writer of a business letter or a business report follows the same outline.

In another case a large corporation requires frequent reports on factory departments. These reports must be based upon observation and recommendation. To aid the report writers, we set up the following guide:

*Expanded Four-Topic Outline*

- I. Meeting the foremen and the supervisors
- II. Studying each of the departments
  - A. List of the main operations
    1. Item 1
    2. Item 2 [etc.]
  - B. Purpose of each operation
    1. Item 1
    2. Item 2 [etc.]
  - C. Machine or equipment used
    1. Is it difficult to repair?
    2. What amount of power is consumed?
  - D. Operators
    1. Number
    2. Qualifications
- III. Application of men and equipment to material  
[Similar entries in this division]
- IV. General questions on the department
  - A. Questions on main steps in operations
  - B. Questions on methods of storing stock in process
  - C. Questions on relative use of equipment to capacity

**Briefs, Digests, and Summaries.** Of recent years it has become much the fashion to keep up with the outpouring stream of printed matter by reading it in the form of sharply condensed articles called digests. Thus *The Reader's Digest*, through skillful summarizing, makes miniature capsules of reading matter out of full-length articles that may have been published previously in other magazines and periodicals. A summary is the expression, in a brief form, of the gist of a paragraph, a series of paragraphs, several pages, or a whole book. Summaries naturally accompany business reports because it is important that the significant core of a long report be revealed in brief compass at one point where it may be quickly consulted.

In writing, few exercises are of greater value than the attempt to express in a few lines, or at most in a short paragraph, the gist of a long discussion. American civil-service examinations use this test.

Summary writing is put to practical use in business and everyday life every time anyone attempts to summarize anything he has heard or read. In modern life there is so much to be read and told and reported that, to keep up with the volume, much of it must be done in summary. The core of the long report is the summary, or synopsis. One should develop skill in preparing summaries.

### PROBLEMS

1. Study the table of contents of this book. Be able to state orally how this table of contents serves to outline the text material.

2. At the close of a meeting of your class (the particular meeting to be designated by your teacher), be prepared to make a brief written outline or written summary of the class proceedings.

3. Outline the letter on page 198 of this book. Outline also one other letter reproduced in this book.

4. Outline a letter obtained from an outside source.

5. Outline or summarize (a) the remarks of a speaker at the most recent meeting you may have attended, (b) an article from a current business publication or another periodical.

6. Outline or summarize the contents of an annual report (a) of a corporation, (b) of your association of commerce, (c) of your school system, or (d) of some similar organization.

7. Outline or summarize the contents of one of the chapters (a) of this book or (b) of another book that you are studying in school.

## REVIEW

The following sentences contain false connections, weaknesses due to violation of parallel structure, and mistakes in sentence construction. Rewrite the sentences so that they will be clear and correct.

- (1) The report should not be released without further investigation to the Dick Corporation.
- (2) Although not entirely satisfactory, we plan to keep the order this time.
- (3) The hardest job of this year has been traveling and to collect accounts.
- (4) The sheet was mailed on November 3 that contains the necessary items in plenty of time for your revision.
- (5) As pointed out in our previous communication, we shall not be able to execute this contract until next year.
- (6) Hurrying through these tasks and to skimp duties here and there are faults that merit criticism.
- (7) The re-order should be sent without delay to the Aluminum Goods Company which was approved yesterday by the Credit manager.
- (8) Coming to the point of our letter at once, this action may not be allowed without danger to all.
- (9) The factory was large, new, and it was well equipped.
- (10) I put the book on the table which is interesting.
- (11) From the result of the vote it was clear that the convention refused to approve not only the move but wanted to reconsider the previous action also.
- (12) She gave the knife to the boy which is to be sharpened.
- (13) The pilot of the plane saw a huge building passing over the city.
- (14) They visited the committee's headquarters which is composed of five members.
- (15) We saw three ships looking out over the horizon.

## **Unit XV**

# **IMPORTANT MATTERS RELATED TO BUSINESS COMMUNICATION**

### **SECTION 1**

#### **INTEROFFICE CORRESPONDENCE**

Messages within the organization are called internal or interoffice communications. In such messages brevity is the rule. Everything possible is done to save time and words. As the correspondence is "within the family" and between individuals accustomed to business practice, there is less need for the cushioning and softening phrases that prevent misunderstanding among those not accustomed to business ways. Hence interoffice memorandums may be crisp and brief, even to a degree that might, among outsiders, be considered brusque and curt. Their main purpose is to inform quickly and clearly. Interoffice correspondence is simplified through the use of (1) simple and accurate terms and (2) printed forms.

**Simple and Accurate Terms.** Internal correspondence, like the summary, should compress the gist of much information in a brief space. Internal communications pass back and forth within a large organization by the hundreds and thousands. They must not be long-winded. They must give precise facts needed in the operation of the business. The facts must be so carefully stated that they can be interpreted in only one way. An officer of a famous corporation recently wrote to the author:

A short time ago someone from the Sales Division sent a note to the Production Division, requesting a certain disposition of ten thousand tires. The production superintendent read the order and passed it to several of his assistants for their opinion of its intent.

A general argument soon developed, and they were compelled to return the note to the Sales Division for a restatement.

The difficulty here was that the memorandum could be interpreted in more than one way. The language was ambiguous. Only after the memorandum had been sent back for a more accurate wording did its meaning become clear.

**Printed Forms.** Printed forms speed internal communications and memorandums. All fixed data, such as the name of the sender, his department, the name of the addressee, his department, and the date, are provided for on printed guide lines that need only to be filled in.

<i>Office Memorandum</i>	
To.....	.....Department
(Memorandum here)	
Date.....	
From.....	.....Department

**A CONVENIENT PRINTED FORM**

A form like this is used for all correspondence between departments in the same plant, except when longer reports are called for. No carbon copy is necessary as the original goes into the file. Unless the memorandum is long, or unless a carbon copy is required for special purposes, internal memorandums may be written in longhand. This practice saves the expense of dictating and typing.

**Branch Letterheads.** The branch letterhead saves time and words. Note that no salutation or complimentary close is used. All that is necessary is to supply the data to fill the spaces at the top and to write a simple statement of the business matter involved. This type of letterhead is used for communications within the company but outside the local

office. The message should be typewritten. A full sheet is used only for long communications.

<b>SCHOOL SUPPLIES, INC.</b>		
<b>TO:</b>	<b>FROM:</b>	<b>DATE:</b>
<b>CITY:</b>		<b>In Answer to</b>
<b>STATE:</b>		<b>LETTER DATED:</b>
<b>DEPT.:</b>	<b>SUBJECT:</b>	
(Space for message here. Letterhead may be on half sheet or full sheet.)		

A BRANCH LETTERHEAD

### PROBLEMS

1. Summer is just around the corner. You are an employee in the sales department of School Supplies, Inc., and you want a vacation of two weeks with pay during the first two weeks of September. Your family, which is large, is having a special reunion at a distant point (choose your facts as you wish), and an effort is being made to have each living member attend. Write your chief a one-page typewritten memorandum briefly setting forth this situation and making your request. Your problem is to compress the essential facts within the space of a memorandum.

2. Write the memorandum answer to the situation described in Problem 1. You are now the sales manager. Grant the request and ask your employee to come in for a short conference on the matter at ten o'clock the following morning. Indicate that you want to make arrangements to take care of his work during his absence because this matter should be planned far in advance.

3. Write an interbranch letter on a branch letterhead, asking the manager of the branch office of School Supplies, Inc., located in Seattle, Washington, to give you a summary state-

ment on the present condition of the warehouse stock and on the trend of sales in the northwestern area since his last semi-annual report. Supply concrete details, as you choose, using an office equipment catalog as a source.

4. You are the branch manager of the Seattle office in the situation outlined in Problem 3. Write an answer to the request of your chief, in the form of an interbranch letter addressed to the home office in Chicago.

5. Write, in longhand, a brief memorandum to W. R. Crosby, a sales writer on your staff. You are the sales manager. Request him to submit to you within the next hour a statement of his progress, up to and including this morning, on the copy for the next sales follow-up campaign. Mr. Crosby has been assigned a line of office equipment. For facts consult an office equipment catalog.

6. You are W. R. Crosby, the sales writer mentioned in Problem 5. Answer the sales manager with a suitable memorandum, stating how far you have progressed. Call attention to any special difficulty you are facing.

## SECTION 2

### TELEGRAMS AND CABLEGRAMS

"Urgent!" "Important!" "Action, please!" These are the psychological effects of a telegram. No telegram is discarded unopened or unread. To cut costs and increase speed of transmission, keep messages brief and clear. Punctuation marks, now transmitted without extra charge within the limits of the United States, should be freely inserted wherever they help to clarify the meaning.

<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <b>DOMESTIC SERVICE</b>  <small>Check the class of service desired otherwise the message will be sent as a full rate telegram</small> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">FULL RATE TELEGRAM</td> <td style="width: 50%; text-align: center;">SERIAL LETTER</td> </tr> <tr> <td style="width: 50%; text-align: center;">DAY LETTER</td> <td style="width: 50%; text-align: center;">NIGHT LETTER</td> </tr> </table>	FULL RATE TELEGRAM	SERIAL LETTER	DAY LETTER	NIGHT LETTER	<h1 style="margin: 0;">WESTERN UNION</h1> <p style="font-size: small; margin: 0;">JOSEPH L. EGAN PRESIDENT</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <b>INTERNATIONAL SERVICE</b>  <small>Check the class of service desired otherwise the message will be sent at the full rate</small> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">FULL RATE</td> <td style="width: 50%; text-align: center;">DISPATCHED</td> </tr> <tr> <td style="width: 50%; text-align: center;">CABLE</td> <td style="width: 50%; text-align: center;">NIGHT LETTER</td> </tr> </table>	FULL RATE	DISPATCHED	CABLE	NIGHT LETTER
FULL RATE TELEGRAM	SERIAL LETTER									
DAY LETTER	NIGHT LETTER									
FULL RATE	DISPATCHED									
CABLE	NIGHT LETTER									
NO. WDS. CL. CH. J. M.	ID. OR. C. L. L.	CASH NO.	C. W. P. I. TO THE ACCOUNT OF	TIME FILED						

Send the following message, subject to the terms on back hereof, which are hereby agreed to

Monterey, California, August 30, 19

Lincoln Publishing Company  
 350 Mission Street  
 San Francisco, California

Ship immediately to high school 50 number 81  
 arithmetics.

BOARD OF EDUCATION

#### A TELEGRAM WRITTEN ON A "UNIVERSAL" MESSAGE BLANK

**The "Universal" Message Blank.** The telegraph company provides a "universal" message blank, on which all classes of telegraph and cable messages may be written. A supply of these blanks may be obtained from any telegraph office. The universal blank serves for telegrams, day letters, serial service, night letters, and all classes of cablegrams. The patron checks on the diagram the class of service desired.

**Classes of Telegraph Service.** In studying the following information, remember that rules are changed from time to time. Regulations should be checked often. Get the latest information on classes and cost of messages directly from the local representative of the telegraph company.

The four important classes of telegraphic messages are: (1) fast telegram, (2) day letter, (3) serial service, (4) night letter.

*The Fast Telegram.* This is the standard service. It takes precedence over other classes. It should be used for messages requiring fastest, expedited service. Telegrams are accepted at any hour for immediate transmission and delivery. Code language may be employed. The cost of telegrams depends on the number of words and the distance to the destination. The basis for the minimum charge is ten words. Upon request the companies will supply tables for computing tolls.

*The Day Letter.* Day letters are subordinated to full-rate telegrams in the order of transmission; they constitute a deferred day service at reduced rates. The cost of a fifty-word day letter is one and a half times the cost of a ten-word telegram. Code language may be used.

*Serial Service.* Serial service is that service under which a series of messages, sent in sections during the same day from the same sender at the same office of origin to the same addressee at the same destination, may be filed and paid for as a single message at a total cost considerably less than that of other types of day telegrams. This service is valuable to organizations like (1) a packing company with its main plants in one city, its sales offices in another, and a monthly bill for telegrams running as high as \$1,800; or (2) a research foundation with operating headquarters in a city of the Middle West and special offices in New York.

*The Night Letter.* Night letters may be filed at any time during the day and at night until 2:00 A.M., for delivery the morning of the next ensuing business day. The rates for night letters are substantially lower than those for standard telegrams or day letters. The night letter is a single overnight service. The initial charge is for twenty-five words. This service is the most economical of all for messages of some length. Code language may be used.

**Preparing Telegraphic Messages.** For swift and trouble-free transmission every sender is urged (1) to write his message legibly and (2) always to leave his address at the office of dispatch. Indistinct or hurried handwriting has caused

many a costly error for which the sender had to assume the blame. When the sender has left a local address where he can be reached, he may be consulted about his meaning and a possible error may be corrected before it has been put on the wires.

Note in the illustration on page 541 that a space is provided in the upper left corner of the universal blank, in which is indicated by a check mark the class of service desired. Be sure to enter this check mark. When telegrams or cablegrams are typed, they should be double-spaced, regardless of their length. Writing out numerals reduces the chances of error. The contractions *can't*, *don't*, and *won't* should be avoided. The words *East*, *West*, *North*, or *South* should be spelled out in addresses. Omit the affixes *st*, *d*, *nd*, *rd*, and *th*. Avoid: "1955 N. 89th Street." It is better to use: "1955 North 89 Street." Supply a complete street address. No charge is made for whatever matter is required in the address to enable the company to identify and find the addressee. Code addresses may not be used in domestic messages. The date, the address, and a single signature are transmitted without charge. Neither salutation nor complimentary close should be used.

In preparing a message to be sent to the telegraph office by messenger, indicate not only what class of service is desired, but also whether the message is to be sent paid or collect. The latter information is written in the lower left corner of the telegraph blank. When a charge account has been arranged, the word *charge* is noted on the blank in the lower left corner. When a message is ready for the telegraph company, it may be taken to the nearest telegraph office, handed to a telegraph messenger, or filed by telephone. Patrons should retain in their own files the original copies of messages telephoned and the carbon copies of all others. This practice saves time in checking the monthly bill and provides copies for reference.

**Filing Telegraphic Messages by Telephone.** In most cities and towns messages may be filed over the telephone by saying

simply, "Western Union, please." In making a call on a dial telephone, you must dial the number in the usual fashion. In either case a recording operator of the company is connected with the sender, and the message may then be dictated. The toll may be charged on the monthly telephone bill or on a separate bill at the end of the month. The filing and the local delivery of messages by telephone are short cuts.

**Verifying Telegraphic Messages.** If you wish to have a message verified for accuracy, the words *repeat back* should be written at the top of the blank. An additional charge equal to one half of the regular rate is made, and a charge for the two words *repeat back*. The full message is then repeated back to the sending office and may be checked for accuracy. This service is used when vital financial matters are involved, as when, for example, a motor manufacturer is announcing a schedule of prices for new models.

**Sending Money by Telegraph.** Telegraph companies will transfer money by telegraph or cable. A personal identification of the payee may be demanded if the sender so specifies.

Additional information on such matters as counting chargeable words, ciphers, codes, and the like may be obtained at any telegraph office.

**Classes of Cablegrams.** The four classes of cablegrams are: (1) ordinary cablegram, (2) deferred cablegram, (3) night letter, (4) ship radiogram.

**The Ordinary Cablegram.** This is the standard service at full rates. It is used for messages requiring quick transmission and prompt delivery. The messages may be written in the various languages approved for telegraphic correspondence. Code cablegrams may be sent at slightly different rates under certain additional regulations.

**The Deferred Cablegram.** This service is used for plain-language messages at half the full rate, subject to being deferred in favor of full-rate messages.

**The Night Letter.** This is an overnight plain-language message at one third of the full rate. A minimum of twenty-five words is charged for, one of which must be the code prefix *NLT*, signifying

**"Night Letter."** This type of service is based upon the use of cable facilities at times when they would otherwise be unemployed. It is designed for a class of business and social messages not of sufficient urgency to warrant the payment of full tolls. Cable night letters may be filed up to midnight for delivery the following morning.

*The Ship Radiogram.* This is a service to and from ships at sea in all parts of the world. Plain language or code may be used. Code radiograms are accepted under the same conditions and rates as code cablegrams.

**Learning to Condense.** In all telegraphic messages and noncoded cable messages, condense the wording as much as possible without losing clearness. For example, it is better to say, "Letter follows," than, "Will give a more complete explanation by letter." The first expression contains two words; the second, eight.

<i>Wordy</i>	<i>Better</i>
Full explanation by letter now in mail [7 words]	Letter follows [2 words]
Wire your reply at our expense [6 words]	Reply collect [2 words]
Without delay [2 words] } At once [2 words] }	Immediately [1 word]

Telegraph employees, through experience, are expert at condensing. Ask them for advice.

## PROBLEMS

1. You are leaving Milwaukee for Chicago on the Varsity, a limited train. At Chicago you will leave for New York on the Twentieth Century of the New York Central. You will arrive there at 8:08 A.M. Telegraph your business partner to meet you.

2. You ordered three weeks ago one copy of Royce's *Business Destiny* from the Axton Company. There has been a delay. Send a day letter with the aim of obtaining the book in time for a Monday school assignment.

3. Telegraph for a room reservation at the Hotel Roosevelt, New York City, asking for a single room with a bath and specifying the date and the probable hour of your arrival.

4. The following fast telegram was sent from New York City:

Acme Products Company, Springfield, Illinois

FIFTY FIVE BOXES SHIPPED ON EIGHTH. REST WILL FOLLOW  
TOMORROW

Jackson, Belding, Ross, Inc.

Your teacher will give you a list of toll charges for messages sent to each zone out of New York, together with the additional charge for each word over ten. What was the charge for the telegram given above?

5. Your teacher will appoint a committee from the class to visit one of the local telegraph offices and to obtain exact information regarding the cost of sending telegraphic messages from the local office to

(a) The principal cities of your state

(b) One or more large cities in each of your neighboring states (the states bordering on yours)

(c) A number of representative cities outside of your state, including the following cities:

New York

Boston

Philadelphia

Buffalo

New Orleans

Atlanta

Chicago

Cleveland

Cincinnati

Milwaukee

Minneapolis

Quebec

San Francisco

Los Angeles

Seattle

Portland, Oregon

Salt Lake City

Montreal

Each member of the class will find it valuable to make an accurate record of the rates reported after the committee has gathered the information.

## SECTION 3

### ORAL ENGLISH

**Make Your Speech Habits Effective: Learn to Talk Well.** The business office will call upon you not only to write well but to talk well. Spoken English is heard in business even more commonly than written English is read. Much of a businessman's ability is judged by the way he talks. From the moment he reaches his office in the morning until he leaves in the afternoon, his mastery of spoken English must meet many kinds of tests.

**Importance of Speaking Well.** In the course of a business day a thousand spoken words may be used to one written word. The executives give oral dictation to stenographers or to dictating machines. The office manager issues brief oral orders or instructions, which later may or may not be reduced to memorandums. The secretaries give oral answers over the telephone to countless requests. The information clerk gives oral replies to countless inquiries. The president of the organization, while in conference with his board of directors, may have to give an oral explanation of a new policy he wishes to introduce.

Clearly, the man who can talk well in private and in public, adjusting his speech to the occasion, possesses a valuable asset forever useful in the world of business. The ability of speaking well is indeed a powerful tool for getting ahead in the world of buying and selling. It is true that progressive business follows the old axiom, "Actions speak louder than words," and emphasizes doing rather than talking. But, as has been well said, an important kind of doing is made up of the right kind of talking.

**Occasions for Talking in Business.** What are some of the common situations in business calling for the ability to speak well? They are:

1. Answering questions.
2. Carrying verbal messages.
3. Talking over the telephone.
4. Discussing business subjects.
  - (a) Conferences.
  - (b) Instructions.
  - (c) Explanations.
  - (d) Announcements.
  - (e) Reports.
  - (f) Sales talks.
5. Giving public speeches on business or related subjects.

Each of these situations, except the last, may be readily dramatized in the classroom.

**Answering Questions.** This kind of oral English calls for a ready and accurate mental grasp and for a quick and pointed reply. First you must understand clearly. Then you must match your answer exactly to the question asked. This fundamental skill is too often lacking in young employees, and it often sets up, between a firm and its customers, misunderstandings difficult to correct. Replies to inquiries should show, in speech and in manner, the qualities of tact and courtesy, a firm knowledge, an interest in the employer's business, and a desire to satisfy.

**Carrying Verbal Messages.** Verbal messages become less and less frequent in modern business. The practice is to put the message in writing in order to forestall possible errors in memory. This in itself is sufficient proof that when you are entrusted with verbal messages, you must have the ability to listen carefully, to grasp fully, to remember accurately, and to repeat exactly.

**Talking Over the Telephone.** Carrying on a conversation over the telephone is as universal in business as talking face to face. To talk correctly over the telephone demands clear

enunciation, exactness in pronunciation, brevity of statement, and conciseness in expression. It must be remembered that a telephone conversation is invariably expensive to some one. Business telephones were never made for gossip, regardless of how mistakenly they may be used for it. Nor is it good form to use a business telephone for intimate, private, and entirely personal conversations. Other matters may be pressing for attention.

Speak slowly, clearly, and directly into the mouthpiece—not, as so many do, into space. Keep the lips about one inch from the mouthpiece. This requirement is automatically taken care of by the modern one-piece desk telephones, which make it awkward to talk anywhere but into the mouthpiece. Answer telephone calls promptly and pleasantly. Announce the number when answering a call on a residence telephone. Give the names of the company and the department in answering a call on a business telephone. Concentrate on telephoning. Bear in mind that courtesy in telephone conversations is as essential as in conversations face to face.\*

**Making Appointments and Recording Incoming Calls.** Every busy man is assailed with things to be done. When he is at his desk, his telephone buzzes with requests for appointments, with calls for conferences, and the like. When he is absent from his desk, his secretary's telephone buzzes with incoming calls for him. To make it possible for matters of this kind to be kept straight, office equipment firms and paper companies have devised calendar pads, appointment forms, and telephone call forms, which, when properly filled in, give all necessary information. Such forms on the desk of a businessman schedule his work, save time, and help to get things done. The writing down of appointments, interviews, or problems leaves time for planning more important work.

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\* The following figures are worth knowing: The United States has 5% of the world's area, 6% of the world's population, and 57% of the world's telephones. The number of messages in the United States annually are: by telephone, 45 billion; by letter, 20 billion; and by telegram, one fifth of a billion.

**Discussing Business Subjects—Conferences, Instructions, Explanations, Announcements.** So frequently do conferences become mere time-wasters that they must be sternly controlled by (1) the careful organization of the agenda, or things to do, and (2) a guiding ability to keep to the main point. The topic of discussion must not be allowed to stray far afield. When it begins to stray, as it inevitably will, preparations must be made for bringing it back promptly to the main theme just as soon as the side issue can be satisfactorily settled and dismissed.

Explanations and announcements must be given definiteness and force. Whether oral or written, they are governed by the same structural principles. Review pages 312 to 314.

**Oral Reports.** The material needed for an oral report must, like that of a written report, be taken from the proper sources of information. This material must then be given clearness and accuracy of statement. Facts and source material should be checked for correctness. The oral report should be based on a simple three-part structure:

- I. Introductory statement of the aim and purpose.
- II. Body of facts in logical order.
- III. Summary of the findings.

It is good practice to use charts, drawings, pictures, and posters as illustrations whenever they are available.

**Personal Interviews.** You will profit from interviewing a man in your city whose business makes him thoroughly familiar with whatever topic you may have occasion to develop. There is nothing mysterious about an interview. It is made up of a series of questions which you will ask, and a series of replies which your informant will give. Fix in mind three or four chief points on which you desire information. Present them to him clearly and simply. When you have the desired information, thank him for his courtesy and leave without delay. Do not avoid interviews. Seek them out. They are valuable as preliminary experience which may later be used in all forms of public contact.

**Giving Your Report to the Class.** Do not memorize an oral report. *Simply fix in mind the main points*—seldom more than four or five—and, like a good salesman, take up the details of each point when you get to it. Be sure to include specific information and concrete detail whenever you can. An illustrative story, beginning, “For example,” or “For instance,” or “By 19— it was found that . . . ,” is a certain way to stimulate and maintain interest. When your report is concerned with some concrete object like a typewriter, a dictating machine, an addressing machine, a piece of office equipment, or the like, it is helpful to check over your material to see whether you have answered the six universal questions: What? Where? When? How? Why? and Who? For example: What is an automatic typewriter? Where is it used? When? How does it serve business? Why is it commercially valuable? Who makes use of it?

**Public Speeches on Business and Related Subjects.\*** Oral reports build the groundwork on which may later be erected a full-length speech. Businessmen who have a reputation for ability are frequently called upon to deliver addresses at conventions and similar gatherings. They must use the same principles in preparing their addresses that a beginner uses in preparing his first oral reports. The difference lies in the fact that the public speech is longer, more comprehensive, more authoritative, and of greater importance.

The experienced speaker simply does as a matter of training what the inexperienced speaker must learn to do. He narrows the subject for discussion to a topic that can be dealt with in the given time, choosing the phase of the subject and the facts that are most likely to interest his audience. He arranges his material in a clear, orderly, interesting way, making sure of his facts. When the time comes for him to speak, he simply walks onto the stage or to his position with-

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\* An interesting collection of business speeches for general study may be found in Sandford and Yeager's *Business Speeches for Business Men*.

out haste, addresses the chairman and the audience with the conventional courtesy of "Mr. Chairman, Ladies and Gentlemen," assumes an erect position, and stands squarely on both feet. He does not slouch! As he presents his facts, he looks at the audience and speaks directly to them, keeps in mind the purpose of the gathering, and adjusts his voice to the size of the room and the size of the audience. From the attitude and response of his audience, he detects whether he is holding their interest. Finally he does not infringe on the good nature of the audience or the time of other speakers. He knows when to stop.

**Listening to Good Speakers Is Excellent Training.** An excellent plan is to watch and listen to good speakers just as often as you have an opportunity, making close note of what they do and how they do it. One thing you will learn early: there is no single set way to make a good speech. You will observe two outstanding qualities in every speaker who really carries his audience with him: (1) he uses his own natural manner, without affectation or artificiality; (2) he talks directly to his audience in a conversational tone. Outside of these two fundamentals, there may be considerable variety among speakers.

There is, of course, only one way to learn how to speak effectively. That is to get up and actually try it yourself. Whether it is answering a question, carrying a verbal message, answering the telephone, joining in a conference, giving instructions, making an announcement, delivering an oral report, making a sales talk, or giving a public speech, the important thing is to try it yourself not once but many, many times. Watching how experienced speakers do all these things is excellent supplementary training. You will observe your own errors and strengthen your weak points by checking your methods against theirs. You will note that they speak with a fullness and distinctness of articulation and enunciation, much more clear and distinct than yours. To establish the habit of clear speech, you will find it necessary to open your mouth

much wider than you do normally, just as the best speakers do. This gives clearness and carrying power to everything you say.

**Pronunciation.** To pronounce words correctly is a first essential in oral English. We judge a man's breeding by the way he pronounces words, as well as by the grammar he uses. A mastery of both is essential to the modern businessman. Uncertainty in pronunciation or in grammar has been known to be a fatal bar to the progress of many otherwise well-prepared individuals.

To attain accuracy in pronunciation; to make correct expression habitual; to eliminate mannerisms, careless enunciation, and the overworking of certain words; to develop precision in choice of words and confidence in manner and tone—how may these desirable ends be achieved? The one answer is: by *habitual self-drill*.

*Pronunciation* is the act of giving the proper sound and accent. *Enunciation* is the act of speaking with fullness and distinctness of articulation.

In enunciating, it is important to sound clearly the beginnings and endings of words, and to articulate each syllable distinctly. In pronouncing, place the accent correctly, give the proper sounds to vowels and consonants, and pronounce all consonants without careless slur, unless the dictionary shows them to be silent.

**Dictation of Letters.** The ability to dictate a good business letter rests upon a sound mental plan and a smooth command of English. Each dictated syllable must be clearly enunciated, whether it is being recorded by a human stenographer or a machine cylinder. There must be no slurring of sounds. Sentences should be allowed to fall into their natural phrases and word groups in order to help the transcriber in getting the logical sense. Remember that when notes are cold, the stenographer must rely wholly on sounds. In every line of your dictation, strive to give full and distinct articulation, utter each

vowel and syllable with care, speak slowly, and gather your words into intelligible groups. Note the word-grouping of the following first sentence, as it is dictated:

The cover plate on the clutch-housing/ of your Streamliner Flying Cloud/ about which you ask/ in your letter of May 19/ can be readily removed/ by releasing the screws on each end of the plate/ and slipping the plate to one side.

Only the slightest hesitation is necessary between groups—in fact, just enough to indicate the sense of the passage and to give dictation continuity. In dictating to the machine, the dictator should have his ideas so well in mind and should make his phrasing so clear that correction and repetition will be largely obviated. Paragraphs and periods should also be indicated.

**Reporting the Minutes of Meetings.** The secretary keeps a record of each meeting for which he acts, and he reports its proceedings in the form of minutes. The minutes, of course, follow the chronological order of the proceedings, which, in turn, are governed by the order of business.\* Here are the minutes of a certain meeting:

#### *Minutes*

A regular meeting of the Olympian Association was held in the Administration Building on Monday evening, May 29, 19—.

President G. L. George called the meeting to order at 7:45. The roll call showed 91 members present. The minutes of the regular meeting of May 22 were read and approved.

The Chairman called for the resolution on the Restriction Act of the national association to be considered as a special order, in accordance with the vote of the assembly at the meeting of May 22. Mr. Drake, supporting the resolution, read his proposed draft. Its adoption was moved by Mr. Starling, seconded by Mr. Harper, and passed by a large majority.

The Chairman then called for reports of officers and standing committees. The Standing Committee on Programs had the only report to present. Mr. Hudson, chairman, read the following program recommendations for the third quarter:

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\* *The New Cushing's Manual of Parliamentary Law and Practice*, Authorized Revision, is a dependable guide to parliamentary procedure and its various terms.

[The full report was reproduced here.]

After discussion it was voted to adopt the report in full.

The special assessment approved by the Committee on Finance and voted through at the meeting of May 15 was ordered collected in three installments over the next six weeks.

Mr. Brand moved the appointment by the Chairman of a committee of three to consider ways of increasing membership. The motion was seconded and carried. The Chairman stated he would announce the committee appointments at the next meeting.

On motion, the meeting adjourned at 9:20 p.m.

### PROBLEMS

1. Be prepared to explain orally how one of the following individuals (any one may be assigned to you) will find it a great business advantage to be able to speak well:

Secretary of an association of commerce.	Bank vice-president (in charge of the bond department).
President of a company.	Doctor.
Chairman of a board of directors.	Lawyer.
Credit manager (has personal conferences).	Architect.
Office manager.	Real-estate agent.
Private secretary.	Hardware salesman.
Information clerk.	Insurance representative.
	Sales manager.

2. Be prepared to explain orally your answers to the following questions:

(a) Why is it important to keep the cost of correspondence down?

(b) Why is it wise to reduce instructions and directions to writing, after they have been given orally?

(c) What is the reason that a speaker should closely watch the reactions of his audience to what he is saying?

(d) Why are business and community leaders so often good speakers?

(e) From a business standpoint, can you make yourself more valuable to your employer by learning to speak well besides learning to write well? Explain fully.

(f) Is it helpful to a student to train himself to speak well in the classroom? Explain and include, if you can, a concrete illustration to support your conclusion.

3. One member of the class, to be appointed, is now Mr. Arthur. Another, also to be appointed, is now Mr. Cleveland. You are selected to carry two verbal messages from Mr. Arthur to Mr. Cleveland, and two verbal replies from Mr. Cleveland to Mr. Arthur. All messages are to be received orally and delivered orally before the class. Mr. Arthur will be assigned an office in one corner, Mr. Cleveland one in the other corner. Each is the head of his own department in the Office Products Corporation.

4. Mr. Arthur and Mr. Cleveland, whose offices are five floors apart in a skyscraper, hold a number of telephone conversations with each other concerning forthcoming new models of their company's products (office equipment of any kind you choose). Be prepared to carry on either end of the conversation. Different members of the class will be appointed to assume, in rotation, the positions of these men. Mr. Arthur may be sales manager; Mr. Cleveland, production manager. These positions may be altered.

5. Each of the executives in Problem 4 is called by long-distance telephone from a branch office. Take the calls.

6. *Oral report:* Prepare an oral report on one of the following topics, to be given on a day assigned:

- (a) Why I am interested in the ..... profession [or trade, industry, vocation, special service].
- (b) Why I should prefer to dictate to a machine rather than to a stenographer [or vice versa].
- (c) Why it is important to analyze a market before spending money to sell a product [paying for the services of a salesman, for advertising, for samples, and the like].
- (d) Why modern advertising has increased.
- (e) How ..... [select a famous businessman] served [or is serving] America.

7. *Oral report:* Prepare an oral report or general talk on an interesting current topic. This talk should be more than merely a reproduction of articles read in a magazine. It should involve (a) wide reading, (b) discrimination in selec-

tion of material used, and (c) some personal reaction and opinion. Give thorough preparation to this talk in order to supply interesting detail.

8. Be prepared to give the exact answers to the following questions: (a) Where is the accent in *mischievous*? in *hospitable*? (b) What is the proper sound of the letters in these words: *Asia*, *chimney*, *hosiery*? (c) While the class is alert to check you for any error, pronounce correctly the following words: *rinse*, *don't you*, *can get*, *which*, *arctic*.

9. Be prepared to discuss orally before the class some of the facts in the following incident that seem to you significant. This incident shows a few of the ways in which a common English expression may be misconstrued when overheard:

Said Mrs. A, one of the overhearers: "They must have been to the zoo, because I heard her mention 'a trained deer.'"

Said Mrs. B: "No, no. They were talking about going away, and she said to him, 'Find out about the train, dear.'"

Said Mrs. C: "I think you are both wrong. They were discussing music, for she said, 'a trained ear' very distinctly."

A few minutes later the lady herself appeared, and they told her of their disagreement.

"Well," she laughed, "that's funny. You are poor guessers, all of you. The fact is, I'd been out to the country overnight and I was asking my husband if it had rained here last evening."

10. Look up any of the following words unfamiliar to you in meaning or pronunciation. Clearly enunciate each until you feel prepared to do so on call before the class.

animal	heights	ninth	statistician
athlete	irrelevant	once	thwart
crept	leisure	quiet	true
equal	measure	seventh	weather
grimy	memorable	siren	zigzag

11. The words in the following list are frequently mispronounced. Be able (a) to pronounce each correctly upon call, (b) to use each in a correct business sentence given orally, (c) to spell each correctly (in writing or orally), (d) to syllabify each correctly (in writing).

acclimate	experiment	library	route
address	February	often	routine
adult	film	picture	stationery
apparatus	genuine	precedence	surprise
applicable	government	preferable	theatre
arctic	height	presentation	tremendous
aviator	hotel	recess	Tuesday
column	inquiry	recognize	tune
data	interesting	research	university
education	laboratory	resource	usually

12. Prepare a written list of six words you have frequently heard mispronounced (wrong sound or wrong accent). Be able to pronounce, spell, and syllabify correctly each of the words on your written list.

13. Be able to (a) pronounce, (b) spell, (c) syllabify, and (d) use in a suitable sentence each of the words in the following four lists. Parts (b), (c), and (d) of this problem may be written if the teacher so directs.

abject	cement	garage	ornate
absolute	certain	gasoline	patent
actor	chauffeur	half	peremptory
address	cognizance	haunt	portiere
adept	comparable	hiccough	precede
adult	concise	history	promenade
advertisement	decade	hygiene	pronunciation
again	deluge	improvise	quinine
alternative	demonstrate	indisputable	reflex
amateur	descent	infantile	restaurant
antipodes	desert	insatiable	romance
audacious	discount (verb)	interest	senile
automobile	don't you	isolate	sequel
bade	drama	ivory	suggest
because	eczema	juvenile	suite
benzine	en route	laugh	survey
bicycle	exhaust	lever	temperature
broom	exile	literature	tour
buffet	exquisite	mercantile	tranquil
cancel	extant	municipal	turbine
canon	forehead	none	used
catsup	frequent	obsolete	vase

# **REFERENCE SECTION**

## **SECTION 1**

### **LETTER AND TRANSCRIPTION GUIDE**

#### **[A General Reference for All Sections]**

**A Guide to Good Letters and Good Transcription.** The executive and his secretary alike are concerned with one common aim: to produce effective business letters. A business letter produced by an expert dictator and an expert secretary possesses two instantly recognizable qualities:

1. Attractive external form
2. Effective internal content

Choose a letter layout that is attractive, symmetrical in frame, and accurate in detail. You may select one of several permissible options in structure.

Learn to visualize. Visualizing is the process of seeing in your mind's eye how a letter ought to look when you lay it on paper. Develop an eye for symmetry, proportion, and balance. Learn how a picture ought to look in its frame. Then you can give your letter great advantages.

The picture-frame rule is a safe one to apply to letter form. A letter should be made to assume the same proportions as those of the sheet upon which it is placed. This rule may be used no matter how short or how long the letter is, no matter what the shape of the sheet may be. The resulting display is attractive and high in attention. It makes the message stand out. It thrusts the meaning upon the mind in a form easy to read.

Although attractive arrangement and handsome framing are, to a limited degree, a matter of personal good taste, the guides to good usage and accurate punctuation provided here are definite and should be consistently followed. These guides are based on authoritative practice and on a consensus of the best opinion of leading business organizations.

# AURNER AND ASSOCIATES

*Administrative Counsel to Business Organizations*

MONTEREY, CALIFORNIA

September 11, 19--

Mr. George W. Knight, President  
Production & Sales Company, Inc.  
1000 North Third Street, S. W.  
Grandcenterville, Pennsylvania  
Attention: Correspondence Supervisor

My dear Mr. Knight:

You are to be congratulated on your active interest in improving correspondence efficiency and in cutting correspondence costs. Experts who have made a special study in the practical research laboratory of the small, medium, and large business office can give you some startling cost figures determined through the application of cost control.

Some otherwise ultramodern executives seem to be only self-trained in the difficult art of maintaining consistent quality in their correspondence output. What is commonplace knowledge to the expert is to some of them startling news and shocking fact; a letter is often much more expensive than a comparable telegram!

"Business letters are expensive production tools that may easily be costing you more than 50 cents each," writes the correspondence consultant, R. R. Roe, President of Roe and Associates, in his book entitled Effective Communication in Business. Chapter I discusses "Can You Cut the High Cost of Business Letters?" The effective letter wins because:

1. It becomes the right arm of the executive and extends his personal power. Says one president, "It enlarges my business field, gives me greater personal weight!"
2. It can be made to win business friendship in summer and winter, spring and fall.

If forty of your letters cost you \$20, a 10 per cent increase in dictating executive efficiency will return \$2 in clear capital to your treasury.

Sincerely yours,

AURNER AND ASSOCIATES

R. R. Aurner:KD

Executive Director

Enclosure

Copy to Communications, Inc.

### Rules for Transcribing

(1) Make the letter look like a picture in a frame. Let it assume the same proportions as those of the sheet upon which it is typed.

(2) Center the date line immediately under the letterhead or place it so that it ends even with the right margin. In either case type it two single spaces below the city and state line of the letterhead.

(3) Spell names of months in full, both in the date line and in the body of the letter.

(4) Use *st*, *d*, *nd*, *rd*, and *th* after the number of the day only when the month is not mentioned. Omit at other times.

(5) Separate with a comma the day of the month from the year.

(6) Use no mark of punctuation at the end of the date line if the letter is written with open or mixed punctuation.

(7) Type the address three to eight single spaces below the date line, depending on the length of the letter.

(8) Make the several lines of the address as nearly equal as possible. To this end you may place the addressee's title (a) on the same line as his name, (b) on the following line preceding the name of the firm, (c) on a line by itself, your decision depending on the length of the title, the length of the addressee's name, and the length of the name of the firm.

(9) Separate with a comma the addressee's title from his name or the firm name as the case may be.

(10) Capitalize the principal words of titles and the names of departments (Credit Department, Sales Promotion Department).

(11) It is permissible to omit punctuation after the lines in the address except after abbreviations.

(12) It is good practice to write the firm name as it appears on the firm's own letterhead.

(13) The sign "&" [and] is permissible unless the firm itself spells *and* in full.

(14) It is permissible to abbreviate "Incorporated" ["Inc."] and "Limited" ["Ltd."], preceding them with a comma. Only when they occur within a sentence are they followed by a comma. Write in full the words "Company" and "Corporation."

(15) Write in full the words North, South, East, and West in street directions.

(16) Spell out the number naming a street, if it is ten or below; for eleven or above, use figures. Example: 555 North 79 Street.

(17) For postal sections of a city, use initials followed by periods, but do not abbreviate Avenue, Boulevard, or Street.

(18) Type the state on the same line as the city in the address. Separate with a comma the state (or country) from the city. It is wise to use a three-line address on the envelope; if there is no street address, put the state on a separate line.

(19) Write in full the names of states. Exception: the District of Columbia may be abbreviated "D. C."

(20) If an "Attention" phrase is necessary, center it two single spaces below the address and two single spaces above the salutation. In the *full block* form of letter the attention line is typed even with the left margin. Capitalize only the principal words. Choose the proper salutation without regard to the attention phrase.

(21) Leave two spaces after a colon, exclamation point, question mark, or period (except a period following an initial or abbreviation). Leave one space after a comma or semicolon. Leave two spaces between sentences.

(22) The first word of a salutation is always capitalized. Note that the word "dear" is *not* capitalized unless it is the first word.

(23) Type the salutation even with the left margin, two single spaces below the last line of the address, or two single spaces below the attention line if one is used. The salutation is followed by a colon in close and mixed punctuation. *Do not* use a hyphen.

(24) Begin the body of the letter two single spaces below the salutation. Indent the paragraphs five to (not more than) ten spaces. The block form (no indentation) is optional.

(25) To maintain a reasonably even right margin requires occasional hyphenation. Avoid over-frequent hyphens. Divide a word only when it is necessary.

(26) A hyphen or dash is placed not at the beginning of a line but at the end of the preceding line.

(27) Use the comma to point off words or word groups used in a series when there are at least three units. Always place a comma before *and*, *or*, or *nor* in a series of three or more.

(28) The dash is made by striking the hyphen twice, without spacing before or after.

(29) Double-space between paragraphs.

(30) The hyphen [-] is used to link together compound words.

(31) Capitalize the first word of a direct quotation.

(32) Use figures and write in full the word *cents*. [In tabulating work the characters 50c or \$.50 are acceptable.]

(33) At the end of a quotation a comma or a period should precede the quotation mark. A semicolon or a colon should follow the quotation mark. In a quotation, a question mark or an exclamation point is placed inside the quotation marks when a part of the quoted matter; outside when they are not.

(34) Set off with commas a word or words in apposition.

(35) Within a sentence a title following the name is both preceded and followed by a comma.

(36) When referring to articles and books, it is customary to place in quotations the titles of articles, short monographs, and chapters; and to underscore or type entirely in capitals the titles of books. Such titles are preceded and followed by commas only when they are in apposition.

(37) Use a colon after the words that introduce an enumeration or a long quotation. Use a comma before a short quotation.

(38) Block in and center enumerations and long quotations. Double-space between paragraphs.

(39) Place a period after a point number of an enumeration, and space once after the period.

(40) Begin the second and following lines of centered material directly under the first letter of the first word of the first line.

(41) A quotation within a quotation is enclosed in single quotation marks [' ']. Double quotation marks are placed with relation to other punctuation marks according to Guide No. 33 above. Examples:

He said, "This knowledge gives me greater 'weight.'"

He said, "This knowledge gives me greater 'weight!'"

He said, "Will this knowledge give me greater 'weight'?"

(42) Seasons of the year are capitalized only when they are personified. [Example: "Harsh Winter and his minions fade . . . and gentle Spring takes o'er her reign."]

(43) Express even sums of money without the decimal and ciphers.

(44) Express percentages in figures; spell out *per cent*.

(45) Use a hyphen to connect two or more words compounded to express a single idea.

(46) Type the complimentary close two single spaces below the last line of the body of the letter, beginning it at a point about midway between the right and left margins.

(47) Type the firm name (if used in the signature) in solid capitals on one line, beginning it at a point two single spaces directly below the first letter of the complimentary close.

(48) Type the official title (if used) four single spaces below the company signature, and begin it even with, or five spaces indented under, the beginning of the company signature, depending on its length.

(49) Type the signature identification and stenographic reference flush with the left margin and on a line with the dictator's official title, or two single spaces below.

(50) Type the word *Enclosure*, or the abbreviation *Encl.* (if this notation is necessary), flush with the left margin two single spaces below the signature identification. More than one enclosure is indicated by adding the correct figure: *Enclosures 2*; or *Encl. 4*.

(51) The phrase *Copy to* or *Copies to* may appear preceding the name or names of individuals or firms to whom carbon copies are being sent. The phrase is typed one single space below the item above it, flush with the left margin.

(52) Some cities are now divided into postal zones. If your letter is addressed to such a city, include without fail the postal zone number in both letter address and envelope address. Examples of the correct form: Cincinnati 2, Ohio; Madison 6, Wisconsin; New York 25, New York. (*Do not* place parentheses around the zone number. *Do not* place a comma before the zone number.)

## SECTION 2

### WORD DIVISION: HOW TO DIVIDE WORDS AT THE END OF LINES

One cannot serve long in a business office without discovering why a knowledge of correct word division is necessary. To make the right margin of a letter, a report, or any other type of manuscript relatively even, it is often necessary to divide words. When a word is divided at the end of a line, the division is indicated by a hyphen following the syllable or syllables at the end of the line.

**Word Division Is Called Syllabication.** We really have syllabication of three kinds: (1) Dictionaries show *all* the syllables into which a word may be divided. For readability, however, it may not be desirable to divide at a point permitted by the dictionary. (2) In *printed* material the left margin and the right margin must be exactly even. To keep these margins even, it is now and then necessary to divide a word at a point that does interfere somewhat with the readability of the material. (3) In *typewritten* material, unlike books, the right margin does not have to be exactly even. Hence it becomes possible for the typist to make a choice. As a result a set of principles have been developed for the syllabication of typewritten material. The purpose of these principles is to make the right margin as attractive as possible without interfering with the readability of the copy.

In word division there are certain rules that must always be followed, and there are certain other rules that it is desirable to follow but that may be broken if following them would make the right margin too uneven. A person typing a letter or a manuscript (or writing it in longhand) is not forced to have an exactly even right margin; therefore he can usually follow the second group of "desirable" rules as well as the first group of "must" rules.

The dictionary is the final authority on the syllabication of words.

**"Must" Rules for Dividing Words**

(1) Divide only between syllables.

(2) Never separate a single-letter syllable at the beginning or the end of a word from the remainder of the word.

Right: above  
Wrong: a-bove

Right: steady  
Wrong: stead-y

(3) Never separate a two-letter syllable at the end of a word from the remainder of the word.

Right: really  
Wrong: real-ly

Right: teacher  
Wrong: teach-er

Since a single-letter syllable at the beginning or end of a word and a two-letter syllable at the end of a word are never separated, it follows that a four-letter word is never divided and that a five-letter word is seldom divided.

(4) Do not separate a syllable that does not contain a vowel from the remainder of the word.

Right: doesn't  
Wrong: does-n't

Right: wouldn't  
Wrong: would-n't

**Desirable Rules for Dividing Words**

(5) Put enough of the word to be divided on the first line to suggest what the completed word will be.

clearing-house  
diffi-cult  
gentle-men  
recom-mend  
stenog-rapher

is better than  
is better than  
is better than  
is better than  
is better than

clear-inghouse  
dif-ficult  
gen-tlemen  
rec-ommend  
ste-nographer

(6) Avoid dividing words at the end of more than two successive lines, or the final word on a page, or the word at the end of the last complete line of a paragraph.

(7) Avoid separating a two-letter syllable at the beginning of a word from the remainder of the word.

(8) Avoid dividing hyphenated words and compounds, such as *co-operate*, *five-sixteenths*, *sister-in-law*, *record-breaking*, and *self-explanatory*, except at the hyphen.

(9) Avoid dividing a surname and separating titles, initials, or degrees from a surname.

## SECTION 3

### CORRECT ADDRESSES OF AND SALUTATIONS \* FOR SPECIAL GROUPS \*\*

A convenient reference list of correct addresses and salutations for business letters to special groups, based upon the approval of authorities and upon use by America's leading business organizations.

#### The President and Vice-President

<i>Address</i>	<i>Salutation</i>
The President The White House Washington, D. C.	Sir: To the President: Mr. President: Dear Mr. President: My dear President Truman:
The Honorable Harry S. Truman The White House Washington, D. C.	
The Vice-President United States Senate Washington, D. C.	Sir: My dear Sir: Dear Sir:
The Honorable the Vice-President of the United States Washington, D. C.	Mr. Vice-President: My dear Mr. Vice-President: Dear Mr. Vice-President:
The Honorable Joseph Grayson Vice-President of the United States Washington, D. C.	

#### Speaker of the House

The Honorable the Speaker of the House of Representatives Washington, D. C.	Sir: My dear Sir: Dear Sir:
The Speaker of the House of Representatives Washington, D. C.	Mr. Speaker: My dear Mr. Speaker: Dear Mr. Speaker:
The Honorable W. L. Blackburn Speaker of the House of Representatives Washington, D. C.	My dear Mr. Blackburn: Dear Mr. Blackburn: (informal)

#### The Supreme Court

The Chief Justice of the United States Washington, D. C.	Sir: Mr. Chief Justice:
The Honorable Charles Evans Hughes Chief Justice of the Supreme Court of the United States Washington, D. C.	
The Honorable Owen J. Scott Associate Justice of the Supreme Court Washington, D. C.	Sir: Mr. Justice: Your Honor: My dear Mr. Justice: My dear Justice Scott:
The Honorable Owen J. Scott Justice, Supreme Court of the United States Washington, D. C.	

#### The Cabinet

The Honorable the Secretary of State Washington, D. C.	Sir: My dear Sir: Dear Sir:
The Honorable George Thomas Secretary of State Washington, D. C.	My dear Mr. Secretary:

\*All salutations are listed in the order of decreasing formality.

\*\* Useful Supplementary References: (1) C. O. Sylvester Mawson, *The Secretary's Guide to Current Modern Usage*; (2) H. L. Mencken, *The American Language*; (3) Webster's *New International Dictionary* (Second edition, Unabridged).

<i>Address</i>	<i>Salutation</i>
The Assistant Secretary of the War Department Washington, D. C.	Sir: My dear Sir:
The Honorable James H. Walsh Assistant Secretary of the War Department Washington, D. C.	Dear Sir: My dear Mr. Walsh: Dear Mr. Walsh (but <i>never</i> Mr. Secretary):

## Other Washington Officials

The Honorable Robert R. Bruce The United States Senate Washington, D. C.	Sir: My dear Sir:
Senator Robert R. Bruce The United States Senate Washington, D. C.	Dear Sir: My dear Mr. Senator: My dear Senator:
The Honorable Robert R. Bruce United States Senator Monterey, California (When at headquarters away from Washington)	Dear Senator: My dear Senator Bruce: Dear Senator Bruce:
The Honorable Joseph Manning The House of Representatives Washington, D. C.	Sir: My dear Sir:
Representative Joseph Manning The House of Representatives Washington, D. C.	Dear Sir: My dear Representative Manning: Dear Representative Manning:
The Honorable Joseph Manning Representative in Congress Indianapolis, Indiana (When at headquarters away from Washington)	My dear Mr. Manning: Dear Mr. Manning: (informal) My dear Congressman:
The Honorable Howard March Commissioner of the Bureau of Education Department of the Interior Washington, D. C.	Sir: My dear Sir:
	Dear Sir: My dear Mr. Commissioner: My dear Mr. March: Dear Mr. March: (informal)

## State Officials

His Excellency The Governor of Wisconsin Madison, Wisconsin	Sir: My dear Sir:
The Honorable Forest L. Stanford Governor of Wisconsin Madison, Wisconsin	Dear Sir: My dear Governor Stanford: Dear Governor Stanford:
The Honorable the Governor of Wisconsin Madison, Wisconsin	Dear Governor: (informal)
The Honorable George Main Lieutenant Governor of Iowa Des Moines, Iowa	Sir: My dear Sir:
The Lieutenant Governor of the State of Iowa Des Moines, Iowa	Dear Sir:
The Honorable Alton Stone Chief Judge of the Court of Appeals Albany, New York	Sir: My dear Sir:
	Dear Sir: My dear Judge Stone: Dear Judge Stone:
The Honorable Mark French The State Senate Madison, Wisconsin	Sir: My dear Sir:
Senator Mark French Senate Chamber The State Capitol Madison, Wisconsin	Dear Sir: My dear Mr. Senator: Dear Senator: My dear Senator French: Dear Senator French:

Address	Salutation
<b>The Honorable George Reed</b> Member of the Assembly Harrisburg, Pennsylvania	Sir: My dear Sir: Dear Sir:
<b>Representative George Reed or</b> <b>Assemblyman George Reed</b> Assembly Chamber The State Capitol Harrisburg, Pennsylvania	My dear Representative Reed: Dear Representative Reed: My dear Mr. Reed: Dear Mr. Reed: (informal)

### City Officials

<b>The Honorable Davis Kenyon</b> Mayor of the City of Chicago City Hall Chicago, Illinois	Sir: My dear Sir: Dear Sir:
<b>The Mayor of the City of Chicago</b> City Hall Chicago, Illinois	My dear Mr. Mayor: Dear Mr. Mayor: My dear Mayor Kenyon: Dear Mayor Kenyon: (informal)

### Educators

<b>President (of a College or University)</b> Dr. Franklin T. Armstrong President of Yale University New Haven, Connecticut	My dear Sir: Dear Sir: My dear President Armstrong: Dear President Armstrong:
<b>Franklin T. Armstrong, LL.D. (or if not an LL.D., use the initials of his highest degree)</b> President, University of California Berkeley, California	
<b>Doctor of Philosophy (or Laws, or Medicine)</b> Richard L. French, Ph.D. (or LL.D., or M.D.) or Dr. Richard L. French or (to man and wife) Dr. and Mrs. Richard L. French 4210 Mandan Crescent Madison, Wisconsin	My dear Sir: Dear Sir: My dear Dr. French: Dear Dr. French: and Dear Dr. and Mrs. French:
<b>Doctor of Divinity</b> W. R. Robinson, D.D. or Dr. W. R. Robinson or The Reverend Dr. W. R. Robinson (Specific address here)	My dear Sir: Dear Sir: My dear Dr. Robinson: Dear Dr. Robinson:
<b>Professor (in a College or University)</b> Professor Neville Hughes Department of Electrical Engineering University of Wisconsin Madison, Wisconsin	My dear Sir: Dear Sir: My dear Professor Hughes: Dear Professor Hughes:
<b>N. W. Hughes, Ph.D. (or LL.D., M.D., etc., using only the initials of his highest degree)</b> Professor of Electrical Engineering University of Wisconsin Madison, Wisconsin	

### Churchmen

<b>Bishop (Protestant Episcopal)</b> To the Right Reverend A. B. Clark Bishop of New York	Right Reverend and dear Sir: My dear Bishop Clark: Dear Bishop Clark: (informal)
<b>Bishop (Methodist Episcopal)</b> Reverend Bishop B. H. Ralston Bishop of the Northern Area Methodist Episcopal Church St. Paul, Minnesota	Dear Sir: My dear Bishop Ralston: Dear Bishop Ralston:
<b>Bishop (Anglican)</b> The Right Reverend the Lord Bishop of (name of bishopric here) (Specific postal address here)	My Lord Bishop: My Lord:

<i>Address</i>	<i>Salutation</i>
<b>Bishop (Scottish)</b> The Right Reverend Bishop (name of church official here) (Specific postal address here)	Right Reverend Sir:
<b>Clergyman (Protestant)</b> The Reverend W. B. Waltham 2001 Park Avenue Cleveland, Ohio or (if a doctor of divinity) The Reverend Dr. W. B. Waltham, etc.	Reverend Sir: (formal) My dear Sir: Dear Sir: My dear Mr. (or Dr.) Waltham: Dear Mr. (or Dr.) Waltham:
(Note: Most authorities disapprove the use of There is also a well-defined preference for spelling the word Reverend in full.)	Reverend with the last name alone.
<b>Rabbi</b> Rabbi Stephen S. Wise The Reverend Stephen S. Wise (Place specific address here)	Reverend Sir: (formal) My dear Sir: Dear Sir: My dear Rabbi Wise: Dear Rabbi Wise:
(Note: If a doctor's degree is held, Dr. may be substituted for Rabbi.)	
<b>Roman Catholic Hierarchy *</b>	
<b>Pope</b> To His Holiness Pope	Most Holy Father: Your Holiness:
<b>Cardinal</b> His Eminence, Patrick Cardinal Hayes St. Patrick's Cathedral 481 Fifth Avenue New York, New York	Your Eminence: My Lord Cardinal: (to cardinals of foreign countries)
(Note: Such salutations as My Lord, Your Lordship, My Lord Cardinal, etc., are not ordinarily used in the United States of America, but should be used by an American writing to dignitaries of foreign countries entitled to such a title.)	
<b>Archbishop</b> Most Reverend Samuel A. Stritch 2000 W. Wisconsin Avenue Milwaukee, Wisconsin	Your Excellency:
<b>Bishop</b> Most Reverend John Clark, D.D. 439 Stanford Avenue Seattle, Washington	Your Excellency:
<b>Monsignor</b> The Right Reverend Monsignor Matthew L. Newell 12 Madison Place Albany, New York	Right Reverend and dear Monsignor:
<b>Priest</b> Very Reverend William R. Rand or Reverend William R. Rand 164 Lansing Place Mobile, Alabama	Dear Reverend Father:
<b>Superior of Sister Order</b> Mother M. Angela, Mother General or Mother M. Anne, Superior General or Sister M. Gertrude, Superior 1868 Maple Avenue Philadelphia, Pennsylvania	Dear Mother General: Dear Mother Superior: Dear Sister Superior:
<b>Sister</b> Sister Mary Priscilla St. John's School 459 Cass Street, North Trenton, New Jersey	Dear Sister:

\* The list of proper titles and salutations for churchmen of the Roman Catholic Hierarchy has been checked for acceptability by competent and eminent authorities. The list is believed to be a safe and reliable guide. It has, according to the confirmation of the *Catholic School Journal*, the consent of the Hierarchy and the Clergy.

## SECTION 4

### FOOTNOTES, QUOTATIONS, AND BIBLIOGRAPHY IN REPORTS AND FORMAL PAPERS

#### Footnotes

Footnotes are used (1) to enable subsequent students to take up an investigation, (2) to explain and amplify matters referred to in the main text, and (3) to protect the writer against any possible charge of plagiarism or improper use of his materials.

They should be attached to important statements of fact and to any inferences or interpretations borrowed from other writers. In brief articles they should be numbered consecutively. The index number should be written above the line and at the end of the passage to which it refers. In books and theses the numbering usually begins anew at the beginning of each chapter.

If only one or two references are made to footnotes, it is permissible to use the asterisk (\*) and the double asterisk (\*\*). It is also permissible to use the dagger (†) and the double dagger (‡) to identify footnote references.

**Place of Footnote References.** Footnotes should not be allowed to fall below a one-inch margin at the bottom of the page. Separate the footnotes from the regular manuscript page by a line made through the use of the underscore key. This line should extend from the left margin at least to the center of the page and preferably to the right margin.

**Spacing.** Single-space footnotes. They may be written flush with the left margin, the footnote numeral and the beginning of the first line being indented five spaces; or the entire footnote may be indented five spaces.

**Footnotes Illustrated.** The first time any source of information is referred to in a footnote, the complete reference should be given. The following forms are approved:

(a) *Books.* When the footnote refers to a book, write first the author's name; second, the name of the book; third, the place and name of the publisher; fourth, the copyright date; and fifth, the volume (if any) and page number.

<sup>1</sup> Earnest Elmo Calkins, *Business the Civilizer* (Boston: Little, Brown, and Company, 1928), p. 228.

<sup>2</sup> Rudyard Kipling, *Debits and Credits*, in *The Writings in Prose and Verse of Rudyard Kipling* (New York: Charles Scribner's Sons, 1926), Vol. XXVII, p. 307.

It should be noted that in the footnote the author's name is not transposed (as it is in the alphabetical bibliography); that the name of the place of publication is followed by a colon, although commas are used elsewhere; and that the place, the name of the publisher, and the date of publication are given in parentheses.

(b) *Magazine articles and periodicals.* When the footnote refers to a magazine article, write, first, the author's name; second, the name of the article; third, the name of the magazine; fourth, the volume number; fifth, the month and year of issue, in parentheses; and sixth, the page number.

<sup>3</sup> Gilbert P. Farrar, "New Types for Old," *Printers' Ink Monthly*, Vol. XXII (February, 1932), pp. 44-45.

When the footnote refers to a periodical, write first, the name of the periodical; second, the city in which it is published, unless this is already evident in the name of the periodical; third, the month, day, and year of publication; and fourth, the page number.

<sup>4</sup> *Wisconsin State Journal* (Madison), June 16, 1935, p. 3.

(c) *Repetition of footnotes.* Subsequent footnotes to the same authority should be abbreviated as much as is consistent with clearness.

<sup>5</sup> Calkins, *Business the Civilizer*, p. 228.

<sup>6</sup> Kipling, *Debts and Credits*, Vol. XXVII, p. 307.

<sup>7</sup> Farrar, "New Types for Old," *Printers' Ink Monthly*, Vol. XXII, p. 44.

(d) *References to volume and page.* It is permissible to omit "Vol." and "p." when both items are given in one reference. The following examples are correct:

<sup>8</sup> Farrar, "New Types for Old," *Printers' Ink Monthly*, XXII, 44.

<sup>9</sup> C. E. Merriam, "Putting Politics in Its Place," *International Journal of Ethics*, XLVI (1936), 185.

In a footnote referring to more than one authority, the items should be separated by semicolons.

**Additional Use of Footnotes.** It is customary also to use footnotes to discuss or amplify points in the text when such discussions or digressions, if incorporated in the body of the text, would complicate the presentation of the subject.

## Quotations

Quotations should be brief and pertinent. They must be perfectly accurate and should be verified by direct comparison with their sources. An omission is permissible if the sense of the whole passage is not distorted by it. It is customary to use omission marks (. . .) to show that part of a quotation has been dropped.

Omission marks, also called ellipses, are printed devices signifying the omission of letters or of words in quoted material. Three marks or dots (. . .) are used to signify an omission at the beginning of the quoted discourse, or at any other point if the omitted portion or section does not end on a period. Four marks or dots (. . . .) are used when the omitted portion or section does end on a period. An editorial explanation within a quotation is enclosed in square brackets, [ ]: "President [Arthur W.] White pioneered in the use of the plan." If parentheses are used, the reader understands that the material enclosed, as well as the parentheses, was taken verbatim from the original source: "President White (always a bold executive) pioneered in the use of the plan."

### Bibliography

A bibliography, in which are listed the sources of information used in the preparation of the report or formal paper, should, if possible, accompany every piece of written work of any importance in which source material is employed.

The books, articles, periodicals, or documents listed should be arranged in alphabetical order by authors, editors, or titles (if the authors are anonymous or the sources are periodicals), unless the nature of the material requires a classified treatment. The items may be accompanied by a few words of description or criticism.

Exact information as to author, title, place, publisher, and year of publication should be given in order to identify each reference cited. In special cases (government documents, periodicals, etc.) even more information may be required in order to complete the positive identification of the works. The titles of books and periodicals are ordinarily underlined in manuscript or typewritten material and *printed in italics*; the titles of magazine articles are enclosed in quotation marks.

The correct form for listing books, magazine articles, and periodicals in the bibliography, with all necessary punctuation, is given in the following examples. Note that in the bibliography (1) the author's name is written with the last name first and (2) the punctuation differs from that in footnotes.

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